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ABSTRACT

This handbook uses the 15 occupational clusters for infusing career exploration into an existing school curriculum for sixth-, seventh-, and eighth-grade students. Each grade's program explores designated occupational clusters through the basic curriculum of language arts, mathematics, science, social studies, art, music, and physical education. A cluster calendar provides teachers with a list of priority subject areas directly corresponding to assigned clusters at each grade level. The sixth-grade program explores these career cluster areas: transportation, manufacturing, consumer and homemaking, public service, hospitality and recreation, and environmental. The seventh-grade program introduces these clusters: personal services, marketing and distribution, health, business and office, agribusiness and natural resources, and communications. The eighth-grade program centers around the clusters of marine science, construction, and fine arts and humanities. Career objectives are provided for each grade level. Each cluster contains a list of occupations in the cluster, a general introductory lesson, more specific job-centered lessons, and a list of resources. Each lesson lists the cluster, content area, title, objectives, activities, evaluation suggestions, and resources. An additional section provides a special education program organized similarly to the grade-level programs. The lessons explore all 15 career clusters. An annotated bibliography is appended. (YLB)

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INTRODUCTION TO VOCATIONS

BUILDING OCCUPATIONAL EXPLORATION AT THE MIDDLE SCHOOL LEVEL

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Curriculum Laboratory

CE-1004

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INTRODUCTION TO VOCATIONS:

BUILDING OCCUPATIONAL EXPLORATION AT THE MIDDLE SCHOOL LEVEL

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FOREWORD

This Introduction to Vocations Handbook, Building Occupational Exploration At The Middle School Level, utilizes the fifteen occupational clusters for infusing career exploration into an existing school curriculum for sixth, seventh, and eighth grade students. Each grade explores designated occupational clusters through the basic curriculum of Language Arts, Mathematics, Science, Social Studies, and the other disciplines. Each cluster provides related objectives, student activities, evaluation methods, and resource information.

Special recognition should be given to the Career Development Team from the Oak Knoll Middle School of the Monroe Township School District-Gloucester County, for their contribution in making this career exploration project a successful endeavor.

John W. Williams, Director
Introduction to Vocations

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This guide has been developed, implemented and revised with the cooperative efforts of the following staff members:

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INTRODUCTION:

The Monroe Township Middle School Program started in 1972 as a program called Introduction to Vocations. This was a hands-on program for low achievers. In the following few years, the program evolved into a career awareness program that was implemented in the 7th and 8th grades. Subsequently, the program was expanded to grades 6-8. Career Education has evolved as a multi-discipline supplement to the total school curriculum. Even though there are no facilities for hands-on instruction in the areas of home economics and industrial arts, we plan to demonstrate skills involved in these disciplines through this guide.

Monroe Township specified the following as their proposed goals under the T & E Statutes:

1. Develop skills to enter a specific field of work.
2. Develop pride in work and a feeling of self-worth.
3. Develop skills in reading, writing, speaking and listening.

These goals, along with several others, served as the guidelines for the development of the career exploration program.

The current program utilizes the Office of Education job clusters for the formal introduction of the various career opportunities. Each grade level explores designated job clusters, incorporated into our basic curriculum goals. A multi-media center and a list of resources and representatives of local occupations are available to supplement the program.

The aim of the sixth grade objectives is to introduce students to occupations within assigned clusters focusing on a concrete or factual level. Writing skills and research, incorporated into the seventh grade program, will help students to discover different job qualifications. The eighth grade program also includes career decision making skills aimed to assist students when making high school course selections.

Special provisions have been made to include special education students in a flexible schedule that will reflect individual needs.

The cluster calendar is a unique feature of our program designed to equally distribute career exploration responsibilities among subject area teachers. Our calendar provides every teacher with a list of priority subject areas directly corresponding to assigned clusters at each grade level. Although designated subject area teachers are expected to meet our objectives, other instructors are encouraged to implement career exploration into their own disciplines to enrich the learning experience of every student.

CLUSTER CALENDAR

For each cluster given there are sample lessons for all major subject areas including; Art, Music, Physical Education and Special Education per grade level.

GRADE:	6	GRADE:	7	GRADE:	8
MONTH:	October	MONTH:	October	MONTH:	Flex.
CLUSTER:	Transportation	CLUSTER:	Personal Services	CLUSTER:	Marine Science
MONTH:	Nov. - Dec.	MONTH:	Nov. - Dec.	MONTH:	Flex.
CLUSTER:	Manufacturing	CLUSTER:	Marketing and Distribution	CLUSTER:	Construction
MONTH:	Jan.	MONTH:	Jan.	MONTH:	Flex.
CLUSTER:	Consumer and Homemaking	CLUSTER:	Health	CLUSTER:	Fine Arts and Humanities
MONTH:	Feb. - March	MONTH:	Feb. -March	MONTH:	June
CLUSTER:	Public Service	CLUSTER	Business & Office	CLUSTER:	All Career Day
MONTH:	April	MONTH:	April		
CLUSTER:	Hospitality and Recreation	CLUSTER:	Agri-Business		
MONTH:	May	MONTH:	May		
CLUSTER:	Environmental	CLUSTER:	Communication		

PROGRAM GOALS

The purpose of the Introduction to Vocations program in the Oak Knoll Middle School is to provide all students with career exploration through active types of learning such as class projects, field trips, speakers, job visitation, and demonstrations from business and industry. The program is designed for students in grades 6, 7 and 8 who must gain greater awareness of career opportunities emerging in the ever changing world.

The following are the goals of the program:

1. "The students will be able to develop skills to enter a specific field of work." 1
2. "The students will be able to develop pride in work and a feeling of self worth." 2
3. The students will be able to realize that there is a definite relationship between content areas and the world of work.
4. The students will be able to explore careers using factual, interpretive, and applicative levels within the affective and cognitive domains.
5. The students will be able to understand that personal values, interests, abilities, and skill development play an important part in career choices.
6. The students will be able to investigate careers using all available community and school resources.
7. The students will be able to develop practice appropriate career decision making skills, with the proper assistance.
8. The students will have an introduction to sex role stereotyping and sex discrimination in careers.

1) Monroe Township T & E goals.

2) Monroe Township T & E goals.

INTRODUCTION TO SIXTH GRADE CAREERS

Our program will be a basic part of the general sixth grade curriculum for all students by exploring and investigating the following major career cluster areas:

A. Transportation
B. Manufacturing
C. Consumer and Homemaking
D. Public Service
E. Hospitality and Recreation
F. Environmental

The basic aim of the sixth grade program is to make students aware of career and vocational fields.

In the above clusters the following techniques would be utilized to enhance the overall curriculums.

1. Group discussions
2. Hands-on activities
3. Role plays
4. Speakers
5. Field trips
6. Films and film-strip lessons
7. A.V.A. materials and periodicals

The activities will allow all students to become involved, and individual differences will be taken into account to allow for full participation. The following pages contain objectives, and specific lessons to help the classroom teacher to implement occupational awareness. These activities can be readily used but should be supplemental to the teacher's own creative talents. Hopefully, these experiences will encourage students to become aware of the variety of careers available to them.

SIXTH GRADE CAREER OBJECTIVES

1. Students will be introduced to the cluster concept of Careers and the various occupational possibilities within the following clusters:

    A. Transportation
    B. Manufacturing
    C. Consumer and Homemaking
    D. Public Service
    E. Hospitality and Recreation
    F. Environmental

2. Students will be exposed to the correlation between subject areas and career opportunities.

3. Students will be able to list at least six occupations within the above clusters.

4. Students will listen to and question various guest speakers engaged in career occupations in the above clusters.

5. During the course of the year, students will have the opportunity to observe occupations within real work situations and recognize the value of all levels of work to the general welfare.

6. Students will be able to realize that there is an important decision-making process in career selection and that this includes different things for different people.

7. Students will observe a career fair in the Middle School.

8. Students will be introduced to sex role stereotyping and sex discrimination in careers, as well as other forms of job-related stereotyping and discrimination.

INTRODUCTION TO CLUSTER LESSONS

The following groups of lessons are intended to serve as examples of possible lessons and as a resource for teacher use. Each cluster contains: a list of occupations in the cluster, a general introductory lesson, and more specific job centered lessons, and a list of resources for the clusters. The specific lessons are given in all content areas. It is emphasized that these are basic lessons and may be supplemented by the teacher and should not be limited to the content area of emphasis.

In each lesson efforts should be made by the individual teacher to address the problems of race and sex bias, and stereotyping. This may be accomplished with the following techniques:

1. Evaluation and supplementation of all materials and resources to insure race and sex fairness.
2. Discussion of the past and current status of women and minorities in all career clusters.
3. Use of non-tradition role models as guest speakers and resource persons whenever possible.

CLUSTER CALENDAR

SIXTH GRADE

Month - October
Cluster- Transportation

Month - Nov. -Dec.
Cluster- Manufacturing

Month - Jan.
Cluster- Consumer and Homemaking

Month - Feb. -March
Cluster- Public Service

Month - April
Cluster- Hospitality and Recreation

Month - May
Cluster- Environmental

TRANSPORTATION

aeronautical engineer
air line flight attendant
airport ground controller
air route controller
air traffic controller
armored car driver
auto assembler
auto mechanic
auto slipcover installer
auto speedway operator
automotive engineer
automotive parts technician
barge captain
body repair technician
brake operator
bus driver
captain
car salesperson
conductor
co-pilot
crew chief
deck hand
deck officer
dispatcher
dump truck driver
engineering officer
flight engineer
furniture mover
ground controller
ground radio operator
ground service
locomotive engineer
longshore worker
mariner
mechanic
new car inspector
oiler
parking lot attendant
pilot
railroad clerk
railroad conductor
reservation clerk
safety engineer
sailor
service station attendant
schedule maker
ship builder
ship engineering officer
ship captain
ship cook
ship steward
shipping clerk
steward
switch operator
taxicab driver
telegrapher
ticket agent
track operator
traffic manager
travel clerk
travel counselor
travel guide
truck driver
utility person

CLUSTER: Transportation

CONTENT AREA: Art

TITLE: General

OBJECTIVES:

1. The students will design their own interpretation of the "perfect school bus" incorporating all changes that would make the experience more enjoyable.

ACTIVITIES:

1. The students will draw a diagram of the inside and outside design of a vehicle utilized in the mass transit of school-aged individuals.
2. The students will adapt this structure to their own interests to include, but not be limited to, comfort and style.

EVALUATION: The drawings will be evaluated according to the following criteria:

1. scale
2. originality
3. color scheme

RESOURCES:

1. White art paper.
2. Crayons/pencils.
3. Recent periodicals, e.g. Popular Science/Mechanics.

CLUSTER: Transportation

CONTENT AREA: Music

TITLE: General Introduction

OBJECTIVES:

1. Students will be able to list and spell correctly five means of transportation used in the United States today.
2. Students will be able to identify and compare the major airlines' use of theme songs as one advertising technique.
3. Students will be able to compare and share with the class a short original theme song for an imaginary transportation company of their own. (May use any transportation field - railroad, truck, airline, ship, bus, etc.)

ACTIVITIES:

1. Brainstorm with the class, trying to illicit the various means people use for transportation in the United States today, making sure to define the term clearly before beginning.
2. List five of the major means of transportation on the blackboard and ask students to copy these and know how they are spelled.
3. Explain the competition that exists within the transportation industry and the need for creative and appealing advertising techniques, especially in the field of music.
4. Listen to a recording of the various themes used by the major airlines and see if students can identify each with its appropriate company. As each theme is identified, it will be listed on the chalkboard.
5. Students will then participate in a discussion comparing the effectiveness of the theme in selling the service advertised.
6. Students will envision that they are the person hired to compose the theme song for an imaginary transportation industry of their own choice and share it with the rest of the class.

EVALUATION:

1. Give students a written quiz asking them to list and spell correctly five of the major means of transportation.
2. Orally quiz students following class discussion, comparing major airlines' use of theme songs as advertising techniques and their effectiveness.
3. Each of the students' compositions will be presented to the class vocally. The class will decide, by secret ballot, which theme songs they feel have the most appeal and would prove most effective in advertising.

RESOURCES:

1. Recordings of major airline theme songs.
2. Paper and pencil

SIXTH GRADE PROGRAM

CLUSTER:	Transportation
CONTENT AREA:	Social Studies
TITLE:	General Introduction

OBJECTIVES:

1. Through the observation of a film, students will be able to list six basic transportation occupations.
2. After viewing the film, students will illustrate various types of transportation occupations by constructing a bulletin board display.

ACTIVITIES:

1. Discuss various types of transportation.
2. View a film focusing on the different types of transportation.
3. Construct a bulletin board which illustrates careers related to transportation.

EVALUATION:

1. Collect and check student lists of transportation related careers.
2. Illustrations pertaining to transportation will be evaluated for accuracy, content and originality.

RESOURCES:

1. Filmstrip: Transportation - Pathescope Ed. Films, New Rochelle, N. Y. 10802.
2. Mr. Murray Epstien
   Director of Office Information Service
   1035 Parkway Ave.
   Trenton, N. J. 08625
3. Transportation section pg. 109 in Introduction to Vocations: Comprehensive Middle School Program.
4. Assorted magazines.
5. Local bus, cab, railroad, air and travel companies.

CLUSTER: Transportation

CONTENT AREA: Language Arts

TITLE: Specific lesson on transportation careers

OBJECTIVES:

1. The students will be able to alphabetize a given list of transportation occupations.
2. The students will interview a resource person who works in the transportation line (bus driver, cab driver, conductor, pilot, etc.) and write a report containing vital information about that line of work.

ACTIVITIES:

1. Scramble a list of transportation occupations and hand out to the students to alphabetize.
2. Give students a week to locate and interview a person who works in a transportation field. Provide students with a list of facts to learn about the person.
3. Students write a clear report on the information they received from the resource person. Standard writing form should be used.

EVALUATION:

1. Collect alphabetized lists and grade on accuracy.
2. Collect written reports and grade according to inclusion of required information and standard written form.

RESOURCES:

1. Teacher-made list of transportation careers.
2. Teacher-made list of requirements for written report: Education background, duties, skills, pay/benefits/hours, job outlook, etc.

CLUSTER: Transportation

CONTENT AREA: Math

TITLE: Specific lesson on an auto salesperson

OBJECTIVES:

1. The students will be able to fill out an order blank for an new auto, given the list of accessories and prices.
2. The students will be able to figure out the exact cost of the new auto given the dealer's cost and the retail cost.

ACTIVITIES:

1. The teacher will set up an over-head projector and put up a sample of a new car dealer's sales slip, showing the dealer's cost and the list of accessories available on that auto and their costs.
2. Each student will be given a blank order form for a new car and will fill it out with the accessories they want on their car and then figure out the total cost of their auto.
3. The students will then figure out the amount of profit that the dealer will make given the dealer's cost and the retail cost of the auto.

EVALUATION:

1. The students will exchange order forms with each other, and then check the figures to see if the form was filled out correctly.
2. The teacher will also check each order form for the following:
   a. the total cost of the auto.
   b. the dealer's cost of the auto.
   c. the dealer's profit on the auto.

RESOURCES:

1. over-head projector
2. transparency of an order form for a new car from local car dealer
3. sample order forms from local car dealer
4. a copy of a car dealer's blue book on prices of automobiles.

CLUSTER: Transportation

CONTENT AREA: Physical Education

TITLE: Specific lesson on different forms of transportation used as a means of physical exercise.

OBJECTIVES:

1. Students will be able to list five various methods of transportation that are also beneficial forms of physical exercise.

ACTIVITIES:

1. List and discuss the various means people use getting from place to place.
2. Review the list and determine which methods of transportation are the most beneficial forms of exercise.

EVALUATION:

1. Written quiz asking students to list methods of transportation that also serve as beneficial form of exercise.

RESOURCES:

1. paper and pencils

SIXTH GRADE PROGRAM

CLUSTER: Transportation

CONTENT AREA: Science

TITLE: Specific lesson on Job Functions of an Airplane Pilot

OBJECTIVES:

1. Through the presentation of a guest speaker students will be able to list six job functions of an airplane pilot.
2. By use of a textbook in Science and information gathered from a guest speaker, students will be able to list at least four science functions a pilot performs. Examples:
    - A. check weather
    - B. navigation check
    - C. instrument check
    - D. log book check
3. Students will be able to describe one job function of a pilot by writing one complete paragraph.

ACTIVITIES:

1. Guest speaker will tell duties related to airplane pilot.
2. List four science functions a pilot uses in his/her job.
3. Demonstrate function of one job a pilot does by written paragraph.

EVALUATION:

1. Students submit to the teacher a list of six job functions of an airplane pilot.
2. From use of information from guest speaker and science text, students submit a list of four science functions a pilot uses in his/her job. Evaluate accuracy of content.
3. Students submit to teacher a paragraph on a job description of above career. Evaluation for content and format and correct sentence structure will be judged.

RESOURCES:

1. Guest speaker - airplane pilot.
2. Science textbooks.
3. Pencils and paper.

TRANSPORTATION RESOURCES

KITS

A331.7	Exploring Transportation Occupations - booklets, filmstrip & cassette

BOOKS

B331.7	Careers with a Railroad
C331.7	Careers with an Airline
D331.7	Careers in Aviation in the Sky and on the Ground
E331.7	Transportation
F331.7	Careers in Airline Operation
G331.7	Careers in Auto Sales and Service
H331.7	Jobs in Transportation

PERIODICALS

Car Craft
Cycle
Flying
(See also GENERAL periodicals)

SPEAKERS

Armored Truck Driver - bank
Asst. Program Manager - air traffic control
Bus Coordinator - time schedules/bus routes
Marine Engineer - ship propulsion and electrical generation
Mechanic - vehicle repair
Superintendent - helicopter manufacturing
Transit-System Instructor - trainees

FIELD TRIPS

Auto Parts Store
Automobile Manufacturing Plant
Car Dealers
State Historical Occupations Display

MANUFACTURING

- accountant
- advertising agent
- aerospace engineer
- apprentice
- arc cutter
- arc welder
- assembly line worker
- bench assembler
- carpenter
- caster
- chemist
- civil engineer
- company president
- computer operator
- consumer researcher
- controller
- craftsperson
- data processor
- designer
- die maker
- drafter
- electrician
- engineer
- floor assembler
- forklift operator
- gas welder
- general manager
- inspector
- lathe operator
- lay-out person
- machinist
- maintenance engineer
- manager
- material handling supervisor
- mathematician
- merchandiser
- millwright
- oxygen cutter
- packer
- painter
- pattern maker
- personnel director
- physicist
- planning administrator
- plumber
- press operator
- production controller
- programmer
- public relations director
- receiving supervisor
- repair technician
- researcher
- resistance welder
- safety engineer
- sales manager
- sales representative
- secretary
- shipper
- shop steward
- supervisor
- technician
- tool maker
- traffic supervisor
- vice president
- welder

CLUSTER: Manufacturing

CONTENT AREA: Math

TITLE: General Introduction

OBJECTIVES:

1. The students will listen to a speaker on the topic "Duties of an Assembly Line Worker," and will ask questions concerning the importance of mathematics related to this job.
2. The students will participate in a role playing situation entitled "Math Assembly Line Game" and will correlate this job function to the subject area.

ACTIVITIES:

1. Guest Speaker: Topic - "Jobs on the Assembly Line"
2. Following the guest speaker a question and answer session will follow.
3. Follow-up Activity - Play a math assembly line game
    A. Divide class into teams of five students
    B. Arrange desks into rows of five
    C. Stack cards that list addends, signs, answers (other operations may be included other than addition)
    D. Teacher calls out equation and the students in their groups assemble the equation as fast as possible. The team that can complete ten equations correctly is the winner. There will be a student time keeper.
4. Optional activity - take a trip to a major manufacturing firm - Example: auto industry

EVALUATION:

1. Have the students write a list of math skills which are necessary for an assembly line job. Teacher checks for accuracy.
2. From participating in the math assembly line game, the teacher will evaluate the knowledge of the students based on the speed and accuracy of their performance.

RESOURCES:

1. Guest speaker from local major industry.
2. Oak tag for cards.
3. Magic markers.
4. Stop-watch.

SIXTH GRADE PROGRAM

CLUSTER: Manufacturing

CONTENT AREA: Reading/Language Arts

TITLE: General introduction on the uses of rubber

OBJECTIVES:

1. The students will be able to list the many uses of rubber.
2. The students will be introduced to developments in the tire making business.
3. The students will identify a famous American involved in the tire making business.

ACTIVITIES:

1. The students will develop a chart or present a display of the many uses of rubber in our society.
2. Students will read a pamphlet and write a book report on a famous person involved in the tire making business.

EVALUATION:

1. The students will be able to list and spell correctly seven uses of rubber.
2. The students will compose ten true and false facts on the tire making business, which the teacher will use in compiling a quiz.
3. The students' reports will be evaluated according to:
   a. presentation
   b. form
   c. interest

RESOURCES:

1. Reader's Digest reprint - "Charles Goodyear and the Strange Story of Rubber."

SIXTH GRADE PROGRAM

CLUSTER: Manufacturing

CONTENT AREA: Art

TITLE: Specific lesson on silk-screening

OBJECTIVES:

1. The students will utilize the silk-screening process to imprint the school emblem on an article of clothing.

ACTIVITIES:

1. The teacher will prepare a screen for use in imprinting the school emblem on students' articles of clothing.
2. Each student will participate by imprinting the school emblem on his/her article of clothing by utilizing the teacher-prepared screen.

EVALUATION:

1. Teacher will evaluate students' projects using the following criteria:
    a. proper placement on garment
    b. overall appearance/neatness

RESOURCES:

1. silkscreen
2. ink
3. frame
4. articles of clothing

SIXTH GRADE PROGRAM

CLUSTER: Manufacturing

CONTENT AREA: Art and Science

TITLE: Specific lesson on Manufacturing of a Product

OBJECTIVES:

1. Students will be able to simulate an assembly line to construct a decoupage plaque.
2. Students will be able to list at least six other products that are manufactured on an assembly line.

ACTIVITIES:

1. Discuss specific jobs involved in the production of decoupage plaque and list the duties of each job on the blackboard. The jobs are as follows:
    - A. Sand and stain a 5" x 7" block of wood (plaque)
    - B. Cut out an appropriate size picture from a magazine
    - C. Char edges of selected picture
    - D. Decoupage picture onto stained block
    - E. Decoupage the entire plaque including the picture
    - F. Attach picture hanging apparatus
2. Separate the class into groups of six students.
3. Construct decoupage plaque following the above assembly line procedure.
4. Discuss and list at least six other products that are manufactured on an assembly line.

EVALUATION:

1. Collect and check for accuracy and spelling the list of manufactured products.
2. Neatness, time factor, and ability to follow directions will be used as criteria for evaluation of the decoupages.

RESOURCES:

1. Chalkboard/chalk
2. Blocks of wood
3. Stain
4. Sand paper
5. Lacquer

CLUSTER: Manufacturing

CONTENT AREA: Music

TITLE: Specific lesson on student-constructed musical instruments

OBJECTIVES:

1. Students will be able to construct simple musical instruments using the assembly line process.

ACTIVITIES:

1. Put on the blackboard a list of the different types of musical instruments the students are familiar with.
2. Present illustrations of less common musical instruments from different countries and throughout history. Discuss their similarities and differences concerning their construction.
3. Give examples of items, including musical instruments that are constructed, using the assembly line process.
4. Students break into small groups to devise simple musical instruments. List materials needed to contruct them. Also determine which tasks, from start to finish, each student in the group will undertake using the assembly line process.
5. Materials needed are collected by groups members and brought into class the next class day.
6. Groups are given sufficient amount of time in class to construct instruments.

EVALUATION:

1. Groups present their instruments to the class, while each member explains what part he/she played in its construction.

RESOURCES:

1. Blackboard
2. Reference materials listing illustrations of musical instrument from different countries
3. Materials gathered from home for original instruments (ex. wood, plastic, string, glass bottles, etc.)

CLUSTER: Manufacturing

CONTENT AREA: Physical Education

TITLE: Specific lesson on sporting goods manufacturer

OBJECTIVES:

1. Students will listen to and question a sporting goods manufacturer with reference to the needs of today's market.
2. Students will develop a list of ten most popular sports items which are purchased from the store and prepare a bulletin board display.

ACTIVITIES:

1. Guest speaker: Topic - "Manufacturing of sporting goods for today's market".

EVALUATION:

1. Students will prepare five questions, using correct form to ask the guest speaker. These will be reviewed in class by the teacher prior to speaker's visit.
2. Through questions asked of the speaker, students will develop a list of sporting goods found to be in most popular demand of production by sporting goods manufacturers. Students could then develop a bulletin board around this list to graphically show sporting goods.

RESOURCES:

1. Guest speaker from local sporting goods manufacturer.
2. Materials for bulletin board.

SIXTH GRADE PROGRAM

CLUSTER: Manufacturing

CONTENT AREA: Social Studies

TITLE: Specific lesson on Apprenticeship

OBJECTIVES:

1. The students will be able to explain, graphically, what it means to be an apprentice.
2. The students will be able to list the duties of an apprentice in a given program.

ACTIVITIES:

1. Students will research apprenticeship in the library.
2. Students will listen to a guest speaker discuss the apprenticeship program in his/her designated job area.

EVALUATION:

1. Students will create a bulletin board surrounding the theme "What it means to be an Apprentice" using information obtained through library research and lecture.
2. Students will draw pictures which display job duties being performed by an apprentice in the area of the guest speaker.
   and/or
3. Students will write a short narrative "A Day in the Life of an Apprentice __?__".

RESOURCES:

1. Library
2. Guest speaker from trade union apprentice program (any)

MANUFACTURING RESOURCES

KITS

A331.7	Introduction Vocations -Manufacturing Cycle
B331.7	Metalworking -filmstrips and cassettes
Q331.7	Exploring Occupations -engineering and manufacturing
R331.7	Exploring Occupations - electricity and electronics
S331.7	Manufacturing -filmstrip and cassette

BOOKS

C331.7	The Cabinetmakers
D331.7	The Tanners
F331.7	The Potters
E331.7	The Paper Makers
G331.7	The Glass Makers
H331.7	The Weavers
I331.7	The Hatters
J331.7	The Wigmakers
K331.7	The Shoemakers
L331.7	The Printers
M331.7	Fashion and Textiles Careers
N331.7	Careers in Printing
O331.7	The World of Manufacturing
P331.7	Manufacturing
T331.7	Electronics
U331.7	Engineering
V331.7	Metals and Plastics

PERIODICALS

Popular Electronics
Popular Mechanics
Popular Science

(see also GENERAL periodicals)

SPEAKERS

Assembly Line Worker - small car parts
Biochemist - raw materials
Chemist - paint
Engineer - A. Electrical equipment
    B. service of office equipment
Gas Company Serviceperson - appliance complaints
Management Director - staffing, union relations
Operations Supervisor - scheduling, productions
Packer - preparation for packaging frozen foods
Physical Distribution Manager
Production Manager - A. optical
    B. printing
Sales Representative - sales technique and consumer education
Sewing Machine Operator
Supervisor - processing fuels
Technician - chemical compounds

FIELD TRIPS

Ammunitions Factory
Automobile Factory
Automobile Manufacturing's Science Show
Cookie Factory
Interior Decorating Firm
Packing Company
Pottery Company
Recycling Plant - scrap iron
Space Agency Technological Show
State Historical Occupations Display
Tool and Die Industry

CONSUMER AND HOMEMAKING

administrative dietician
appliance repair technician
beautician
biochemist
bridal consultant
budget consultant
buyer
chemist
clothier
color specialist
consumer analyst
cook
custodian
designer
dietician
door-to-door salesperson
draper
dry cleaner
dyer
exporter
fabric designer
fabric specialist
family relations consultant
fashion coordinator
fashion designer
fashion journalist
fast food service
finisher
food and drug administrator
furniture polisher
garment manufacturer
home economist
home delivery service
home manager
homemaker
hostess
hotel manager
housekeeper
household technician
importer
interior decorator
janitor
kitchen helper
knit worker
launderer
lighting advisor
market research assistant
merchandiser
model
nutritionist
pattern designer
pattern grader
print designer
restaurant owner
retailer
salesperson
sewing instructor
sewing machine operator
shoemaker
stylist
supermarket personnel
tailor/dressmaker
textile chemist
upholsterer
valet
waiter
waiters' assistant
weaver

SIXTH GRADE PROGRAM

CLUSTER: Consumer and Homemaking

CONTENT AREA: Language Arts

TITLE: General Introduction

OBJECTIVES:

1. Students will be able to list, and spell correctly, six careers related to Consumer and Homemaking after viewing a film introduction.
2. Students will be able to write one paragraph using proper grammar and content in describing three of the functions of the above careers.

ACTIVITIES:

1. View a film introducing Consumer and Homemaking careers.
2. Demonstrate the function of three of the above careers by written paragraph describing each function.

EVALUATION:

1. Students submit to teacher their list of six careers related to Consumer and Homemaking and are evaluated according to accuracy of content and proper spelling.
2. Students hand in paragraph for teacher to evaluate on their concept of career function and evaluate in terms of content and form.

RESOURCES:

1. Film on Consumer and Homemaking Careers
2. Pencils and papers

SIXTH GRADE PROGRAM

CLUSTER:	Consumer and Homemaking
CONTENT AREA:	Art
TITLE:	Specific lesson on four major food groups.
OBJECTIVES:	1. The students will construct a collage illustrating one of the four major food groups: milk, vegetables/fruit, meat, bread/cereal. 2. The students will list and properly spell any seven foods contained in any one of the major food groups.
ACTIVITIES:	1. Students brainstorm the various food contained in a group and list them on the board. 2. Using photographs taken from various publications the students will organize a pictorial display of foods taken from any one of the four main food groups.
EVALUATION:	1. The students' collages will be judged according to the following criteria: a. originality b. content c. organization of display 2. The students will be quizzed according to the accuracy and proper spelling of their seven food choices.
RESOURCES:	1. 12x18 oak tag 2. rubber cement 3. scissors 4. magazines/periodicals

SIXTH GRADE PROGRAM

CLUSTER: Consumer/Homemaking

CONTENT AREA: Health

TITLE: Specific lesson on Nutrition Careers

OBJECTICES: Students will research and then present oral reports on specific careers in the field of nutrition, focusing on duties, hours, wages, responsibilities, educational background and job outlook.

ACTIVITIES:

1. Class discussion on careers relating to good nutrition.
2. Have students select one area of interest and research career in the library.
3. Students record information concerning the career on a 3x5 card.
4. Present oral reports to class following good speaking habits.

EVALUATION: Teacher evaluates oral reports on organization, inclusion of vital information about the job, and their good speaking habits.

RESOURCES:

1. Books form library on nutrition
2. 3x5 cards
3. pencils, pens

CLUSTER: Consumer and Homemaking

CONTENT AREA: Math

TITLE: Specific lesson on the duties of a restaurant owner

OBJECTIVES:

1. The students will learn how a local restaurant is run.
2. The students will be able to plan a banquet for about twenty (20) people, calculating the cost per person for the banquet.
3. The more advanced students will be able to figure out the restaurant's operating cost for a three day period.

ACTIVITIES:

1. The class will take a field trip to a local restaurant to learn about how the restaurant is run and how they plan a banquet.
2. The students will have the opportunity to question the owner on the running of the restaurant and how to plan for a banquet.
3. The students will plan a banquet for twenty (20) people and figure out the cost per person for the banquet.
4. The students will then vote on which menu is most acceptable.
5. The more advanced students will figure out the cost to operate the restaurant for a three day period. This must include the food, salaries (waitress), utilities, etc.

EVALUATION:

1. Students list and identify factors involved in running a successful restaurant.
2. Teacher will collect the individual plans and grade for accuracy in computation.
3. The teacher will collect and check the more advanced students' operating cost for the running of their restaurant for three days.

RESOURCES:

1. Field trip to local restaurant.
2. Menu from local restaurant.
3. List of operating expenses from local restaurant.
4. Paper and pencil.

CLUSTER: Consumer and Homemaking

CONTENT AREA: Music

TITLE: Specific lesson on record salesperson

OBJECTIVES:

1. The students will take a field trip to a record store to identify different ways of promoting record sales.
2. The students will be able to list five different ways of promoting record sales.

ACTIVITIES:

1. The class will take a field trip to a record store and examine the different ways that the store displays records to promote their sales. The students will listen to and question the salesperson on their duties.
2. The students will make a list of different ways to promote a record.
3. The students will construct their own poster to promote the sale of a record.

EVALUATION:

1. Give the students a quiz on five different ways to promote record sales.

RESOURCES:

1. Field trip to record store
2. 9x12 art paper for posters
3. Magic markers and crayons
4. paper and pencil

SIXTH GRADE PROGRAM

CLUSTER: Consumer and Homemaking

CONTENT AREA: Science and Language Arts

TITLE: Specific lesson on Consumer Awareness

OBJECTIVES:

1. The students will be able to assume the role of a concerned consumer by writing a letter of inquiry to a soup company, using proper form, pertaining to the nutritional value of the product.
2. The students will be able to analyze the contents of the products in relation to the requirements of a balanced diet.

ACTIVITIES:

1. Using the English textbooks, have the students write clear, correct examples of business letters.
2. Demonstrate good business letter form by writing a letter of inquiry to a major soup company. Ask the company for the nutritional values of the contents.
3. Upon receiving the information, the students should analyze the contents according to protein, fats, carbohydrates, vitamins, and calories.

EVALUATION:

1. The students' letters will be checked for proper form.
2. The students should be able to show the nutritional value of the product in correlation to the requirements of a balanced diet through a comparison of the five basic food groups.

RESOURCES:

1. English textbook
2. Health textbook
3. Reference textbook from library on the five basic food groups
4. Pen and paper

SIXTH GRADE PROGRAM

CLUSTER: Consumer and Homemaking

CONTENT AREA: Social Studies

TITLE: Specific lesson on importer / exporter

OBJECTIVES:

1. The students will be able to define in writing the terms import and export.
2. The students will be able to list products from a foreign country that would be exported for consumption in the United States.

ACTIVITIES:

1. Review definitions of terms import, export with class.
2. Have students list products from a country that they have studied in Social Studies class on a simple, teacher-made cargo manifest for a ship leaving a port city of that country.

EVALUATION:

1. Students will define terms - import, export in writing.
2. Teacher will check cargo manifests for accuracy in designation of products exported from chosen country.

RESOURCES:

1. Social Studies text
2. Teacher-made cargo manifest

CONSUMER AND HOMEMAKING RESOURCES

KITS

A331.7	Money Management - booklets
B331.7	Can You Manage Your Money - booklets
C331.7	Pay Day - game
D331.7	Consumer, Homemaking Teaching Aids

BOOKS

E331.7	Finding a Good Used Car
F331.7	Consumer Services and Homemaking
G331.7	The Homemakers
H331.7	Home Economics
I331.7	Exciting Careers for Home Economists

PERIODICALS

Arts and Activities
Arts and Crafts Workshop
Better Homes and Gardens
Changing Times
Good Housekeeping
Ladies Home Journal
New Jersey Monthly
Seventeen
(see also GENERAL periodicals)

SPEAKERS

Gas Company serviceperson
Girl Scout Group leader - sewing crafts
Local Homemaker - culinary arts
Sales Representative - sales technique and consumer education
Sewing Machine Operator

FIELD TRIPS

Auto Parts Store
Car Dealers
Fabric Store
Hardware Store
Insurance Company
Piano Dealer
Plumbing Firm
Pottery Company
Rental Center
State Historical Occupations Display
Television Repair Service

PUBLIC SERVICE

ambulance driver
assessor
auditor
border patrol
bomb expert
bus driver
building inspector
counselor
census clerk
council member
civil service clerk
clergy
conservationist
city carrier
city manager
civil defense worker
crossing guard
dietician
detective
county clerk
court clerk
day care attendant
defense worker
district attorney
elected official
fire chief
fire fighter
fire inspector
garbage collector
game protector
health inspector
highway maintenance person
immigration inspector
internal revenue worker
janitor
public health nurse
parole officer
judge
job corps employee
lawyer
librarian
maintenance worker
mayor
manpower trainer
meter patrol
military personnel
public utilities worker
parcel post carrier
probation officer
police
postmaster
park ranger
principal
patent clerk
playground supervisor
mail clerk
recreation director
road inspector
safety engineer
sanitary inspector
social worker
school nurse
school secretary
snow plow operator
sheriff
state highway patrol
special delivery messenger
special agent
toll collector
teacher
technician
town clerk
traffic engineer
urban planner
welfare worker
warden

SIXTH GRADE PROGRAM

CLUSTER: Public Service

CONTENT AREA: Social Studies/Language Arts

TITLE: General Introduction

OBJECTIVES: Students will be able to list, and spell correctly, six occupations in the field of public services related to education.

ACTIVITIES:

1. Interviews will be conducted with local school personnel.
2. Reports will be given orally based on the information found in the interview.

EVALUATION:

1. Students doing interviews will submit to the teacher a correctly spelled written review of their findings in list format on Public Services rendered by school personnel.

RESOURCES: School personnel

CLUSTER:	Public Service
CONTENT AREA:	Art
TITLE:	Specific lesson on symbols used by public service organizations.

OBJECTIVES:

1. The students will research the logo of any public service organization (e.g. Maltese Cross-Firefighter; Staff of Life -Ambulance/Rescue Squad)
2. The students will reproduce one of these logos in poster form.

ACTIVITIES:

1. Using the library, the students will research public service organizations to identify symbols associated with the organizations.
2. The students will reproduce a likeness of the emblem of a public service organization in the form of a poster.

EVALUATION:

1. The students' posters will be evaluated according to the following criteria:
   a. accuracy of reproduction
   b. color scheme
   c. neatness

RESOURCES:

1. periodicals
2. library materials
3. poster paper
4. crayons/paint

CLUSTER: Public Service

CONTENT AREA: Math

TITLE: Specific lesson on the career on an I.R.S. agent

OBJECTIVES:

1. The students will learn how to prepare an I.R.S. tax return (short form).
2. Students will conduct mock audits of returns to learn about emotional stresses associated with an audit.

ACTIVITIES:

1. Each student will choose a job and research the median salary for that position.
2. The teacher will demonstrate computations on the chalkboard associated with the completion of the short form.
3. The student will complete the short form tax return using information obtained in activity #1.
4. Each student will undergo an audit by a fellow classmate.

EVALUATION:

1. Teacher will check for accurate computations on each completed short form.
2. After participation in audits, students will share their feeling in a class discussion.

RESOURCES:

1. tax forms
2. chalkboard

CLUSTER: Public Service

CONTENT AREA Music

TITLE: Sounds that identify various public service occupations

OBJECTIVES:

1. Students will be able to identify and associate various sounds with the public service occupations with which they are related.

ACTIVITIES:

1. Present recording of sounds associated with public service occupations (sirens, school bells, crackling fire, judge's gavel, screaming, moaning, heart monitor).
2. Discuss which sounds the students are familiar with and which they can not identify. Talk about places and situations in which students have heard these sounds before.
3. List on the blackboard the many people they have seen performing their jobs during these situations.
4. Explain how all these jobs are vital to the public welfare.

EVALUATION: After the activities, the teacher plays back ten sounds and the students must match the sound with the public service career with which it is associated.

RESOURCES:

1. teacher-prepared recording of public service sounds
2. blackboard
3. paper
4. pencil

CLUSTER:	Public Service
CONTENT AREA:	Physical Education and Health
TITLE:	Functions of a Visiting Nurse
OBJECTIVES:	1. The students should be able to list in writing the functions of a visiting nurse. 2. The students should be able to tell who can benefit from the Visiting Nurse Program
ACTIVITIES:	1. Have the municipal or county visiting nurse in as a guest speaker.
EVALUATION:	1. Students will list on paper three duties and/or responsibilities performed by a visiting nurse. 2. Students will also list on paper those persons eligible for the Visiting Nurse Program.
RESOURCES:	1. Guest speaker - visiting nurse 2. pencil and paper

SIXTH GRADE PROGRAM

CLUSTER:	**Public Service**
CONTENT AREA:	Science
TITLE:	Specific lesson on duties of a fire ranger
OBJECTIVES:	1. Students will identify ten duties of a forest ranger. 2. Students will list three methods utilized by forest rangers in fighting forest fires.
ACTIVITIES:	1. A forest ranger will speak to the class about his/her duties in general and specifically about fire-fighting methods and procedures. 2. Students will have the opportunity to question the fire ranger.
EVALUATION:	1. Given a list of 20 items, students will select those 10 which are the duties of a forest ranger. 2. By listing, students will recall three methods a forest ranger would use in fighting a fire.
RESOURCES:	1. guest speaker 2. paper and pencil

CLUSTER: Public Services

CONTENT AREA: Social Studies

TITLE: Specific lesson on law enforcement

OBJECTIVES:
1. Students will listen to and question a guest speaker on law enforcement.
2. Students will be able to list at least five reasons why laws are necessary and need to be enforced.

ACTIVITIES:
1. Listen to specific duties of a law enforcement official.
2. A comparison will be done between law enforcement agencies in the U.S. and those in other countries studied in the curriculum.
3. Have students research the penalties associated with a particular crime in an assigned country within the curriculum and compare this to state or federal laws in the U.S.

EVALUATION:
1. A quiz will be given and students will be asked to list five reasons for law enforcement.
2. The teacher will evaluate the students' reports contrasting penalties for a crime in the U.S. and a foreign country studied in the curriculum.

RESOURCES:
1. Local law enforcement official
2. Multi-media center

PUBLIC SERVICE RESOURCES

KITS

A331.7	*Exploring Occupations in Public and Social Services* -Booklet & cassettes
B331.7	*Public Utilities -Career Exploration Series* - cassettes
C331.7	*The Law - Who Needs It* - filmstrips and cassettes
D331.7	*Repair and Maintenance* - filmstrips and cassettes
E331.7	*Police Patrol* - booklets

BOOKS

F331.7	*Careers with the Police Dept.*
G331.7	*Careers with the Fire Dept.*
H331.7	*Careers in the Air Force*
I331.7	*Careers in the Navy*
J331.7	*Careers in Education*
K331.7	*Careers with the City*
L331.7	*You Can Work in the Education Services*
M331.7	*Careers with the Postal Service*
N331.7	*People and Choices*
O331.7	*Public Service*
P331.7	*Church Vocations*
Q331.7	*Government*
R331.7	*School Teaching as a Career*
S331.7	*Careers in the Protective Services*

PERIODICALS

Educational Digest
Educational Leadership
Learning
Library Journal
School Arts
School Library Journal
School Review
Senior Scholastic
Teacher

(see also GENERAL periodicals)

SPEAKERS

Bus Coordinator
Chaplain - religious vocation
Congressional Administrative Assistant - elections/law enforcement
Funeral Director
Minister - religious vocation
Planning Board Member
Police Lieutenant - Identification, Photography, Firearms
Post Office Clerk - sorting machine
Sewerage Official - sewage system
Sweeper Maintenance Operator - street cleaner

FIELD TRIPS

Animal Patrol Firm
Campground
Free Public Library
Historical Society
Nuclear Generating Plant
Post Office
State Historical Occupations Display
Telephone Company
Zoo

HOSPITALITY AND RECREATION

acrobat
amusement operator
amusement park attendant
athlete
athletic director
auto racer
ball boy/girl
bellhop
boating director
bowling instructor
caddy
camp counselor
charter pilot
circus trainer
concession salesperson
convention director
crafts teacher
desk clerk
door attendant
entertainer
equipment salesperson
exerciser
exhibitor
flying instructor
golf instructor
golf green attendant
grounds keeper
hotel chef
hotel maintenance engineer
hotel maintenance person
instructor
jockey
judo instructor
lifeguard
magician
master of ceremonies
motion picture projectionist
museum director
musician
park administrator
park attendant
physical education director
pool director
promoter
publicity agent
puppeteer
racetrack supervisor
ranger
receptionist
recreation assistant
recreation director
riding instructor
sightseeing guide
skiing instructor
skilift operator
smoke jumper
social director
sports shop owner
steward
swimming instructor
taxi driver
theater manager
tennis instructor
ticket agent
ticket taker
tour guide
tour promoter
travel agent
travel secretary
umpire
usher
ventriloquist
YMCA director

CLUSTER: Hospitality and Recreation

CONTENT AREA: Language Arts

TITLE: General lesson on careers in recreation

OBJECTIVES:

1. Students will be able to write a short essay on the recreational career that they would most likely want to fulfill.

ACTIVITIES:

1. Students will discuss recreational opportunities as teacher lists them on the blackboard.
2. Students will list at least 6 careers in different areas of recreation, as well as writing an essay on the career that they might pursue.

EVALUATION: Teacher will evaluate the students' essays, taking into consideration proper spelling, grammatical construction and accuracy.

RESOURCES:

1. Pen
2. Pencil
3. Magazines in the library
4. Paper

SIXTH GRADE PROGRAM

CLUSTER:	Hospitality and Recreation
CONTENT AREA:	Physical Education
TITLE:	General Introduction

OBJECTIVES: The students will be able to list, and spell correctly, six specific careers under the cluster of Hospitality and Recreation.

ACTIVITIES:

1. Generate a discussion of Hospitality and Recreation by asking students, "What do you do for recreation?" After several responses, start listing careers that can be pursued in the area of Hospitality and Recreation.
2. Concentrate on one particular area of interest; for example, sports. Have students give as many careers in one sport as possible (example: baseball/ballplayers, managers, owners, coaches, umpires, groundskeepers, ticket agents, ushers, concession operators, parking attendants, public address announcers).
3. If it is feasible, a visitation to a local professional baseball stadium would give the students a chance to witness these careers on a first hand basis.

EVALUATION: The teacher can evaluate the students' lists of possible occupations according to accuracy, spelling and grammatical construction.

RESOURCES:

1. Chalkboard
2. Local professional sport stadium

SIXTH GRADE PROGRAM

CLUSTER: Hospitality and Recreation

CONTENT AREA: Art

TITLE: Specific lesson on clay construction

OBJECTIVES:

1. The students will list the various methods and techniques of construction in clay.
2. The students will identify the various tools of the craft as applied in the trade.
3. The students will construct a clay pot.

ACTIVITIES:

1. The students will gather soil from high clay content areas to utilize in their constructions.
2. A guest speaker (a local potter) will demonstrate the techniques/methods used in coil constructions and in throwing a pot on a wheel.
3. The students will construct a project in clay, either utilizing a potter's wheel or the coil technique.

EVALUATION:

1. In a quiz form the students will list the various tools and methods used by a potter.
2. The student's pot will be evaluated according to the following criteria:
    a. balance of construction
    b. appearance

RESOURCES:

1. clay
2. wheel
3. tools
4. glazes (optional)
5. guest speaker

SIXTH GRADE PROGRAM

CLUSTER:	Hospitality and Recreation
CONTENT AREA:	Math
TITLE:	Specific lesson on a Sports Statistician
OBJECTIVES:	1. After studying the duties of a sports statistician, the students will compute individual and team batting averages.
ACTIVITIES:	1. Students will observe a baseball game on television. 2. Students will collect newspaper statistics. 3. Teacher will demonstrate, using the blackboard, the method used in computing individual and team batting averages. 4. Given statistics from the game viewed on television, students will compute individual and team batting averages.
EVALUATION:	1. The teacher will check students' computations for accuracy.
RESOURCES:	1. television 2. newspaper 3. worksheets

CLUSTER: Hospitality and Recreation

CONTENT AREA: Music

TITLE: Specific lesson on the career of a Rock Musician

OBJECTIVES:

1. The student will identify the function of music as a form of recreation.
2. The students will write a short biographical paper on a favorite comtemporary musician.

ACTIVITIES:

1. The students will be exposed to various types of music which have different mood setting qualities.
2. A discussion of various albums will be held.
3. Upon choosing a subject for their paper, the students will research in the library the career of their favorite musician.

EVALUATION:

1. The students will list recreational situations where music would be appropriate.
2. The teacher will evaluate the written essays according to the following criteria:
   a. proper grammatical form
   b. sequence of biographical form

RESOURCES:

1. Various musical selections
2. Library materials

SIXTH GRADE PROGRAM

CLUSTER: Hospitality and Recreation

CONTENT AREA: Physical Education

TITLE: Specific Lesson in Bowling Instructor/Managing

OBJECTIVES:

1. The students will be shown the correlation between content areas and careers in hospitality and recreation.
2. The student will be told the basics of operating a bowling center.

ACTIVITIES:

1. Question students on their hobbies. See if any students are interested in bowling. Lead discussion toward bowling business.
2. Make a list of jobs that a bowling instructor and manager might have to do, correlate to content areas.
   Examples: Bookkeeping - Math
   Instructor - Physical Education
   Lane Maintenance - Science (chemicals used)
   Inventory & Ordering - Language Arts, Math
   League Scheduling - Physical Education
3. Help students to make a list of skills needed to run a bowling alley. Examples: personality, physical ability, patience, etc.
4. Assign students to make or find pictures of individuals engaged in occupations related to this cluster.
5. If possible have a manager of a local bowling alley come in and speak to the class. Also possible would be a trip to the alley or a contest to win free games at bowling alley.

EVALUATION:

1. Through questions the teacher will evaluate student knowledge of the correlation of the careers and content area.
2. Through instruction and observation, the teacher will evaluate the students knowledge and ability of the basics of bowling instruction.

RESOURCES:

1. Bowling ball and pins
2. Film on bowling from American Bowling Congress
3. Local bowling alley manager
4. Sports magazines
5. Newspapers

SIXTH GRADE PROGRAM

CLUSTER: Hospitality and Recreation

CONTENT AREA: Science

TITLE: Specific lesson on Ecology

OBJECTIVES:

1. Students will research the importance of trees in our environment and their use for recreational purposes.
2. Students will construct a scale model of a school or community focusing on the placement of trees for aesthetic and utilitarian purposes.

ACTIVITIES:

1. Students will research using the library, or through correspondence with the American Forest Institute, in order to gain an understanding of the importance of trees in our environment.
2. Students will make a scale model of a school or community with trees. They will then give a brief oral presentation explaining the purpose and importance of the trees' location.

EVALUATION:

1. Teacher will collect and evaluate scale models for:
   a. accuracy of purpose
   b. neatness
   c. scale

RESOURCES:

1. library
2. American Forest Institute
   1619 Massachusetts Avenue NW
   Washington DC 20036
3. corrugated cardboard
4. oaktag
5. blocks
6. sugar cubes
7. paper mache

SIXTH GRADE PROGRAM

CLUSTER: Hospitality and Recreation

CONTENT AREA: Social Studies

TITLE: Specific lesson on Recreation in a foreign country

OBJECTIVES:

1. The students will research and investigate the use of recreational opportunities in a foreign country.

ACTIVITIES:

1. Ask the students to supply examples of types of recreation thay they enjoy.
2. List specific geographical features that lend themselves to people's pursuits of pleasure or fulfillment during their leisure time.
3. The students will write diary entries for time spent in a recreational area in a foreign country.

EVALUATION:

1. Evaluate the written diaries using the following criteria:
   a. accuracy of information
   b. clarity

RESOURCES:

1. paper and pencils
2. maps and atlases
3. texts
4. encyclopedia

HOSPITALITY AND RECREATION RESOURCES

BOOKS

A331.7	Careers in Football
B331.7	Careers in Baseball
C331.7	Careers in Soccer
D331.7	Careers in Hockey
E331.7	Hospitality and Recreation
F331.7	Sports
G331.7	Jobs in Recreation

PERIODICALS

Boys's Life
Cycle
Field and Stream
Insports
New Jersey Outdoors
Seventeen
Sports Illustrated
Young Athlete
(see also GENERAL PERIODICALS)

SPEAKERS

Campground Operator
Karate Master Instructor
Olympic Bobsledder
Professional Baseball Player

FIELD TRIPS

Amusement Park
Campground
Fish and Wildlife Sanctuary
Free Public Library
Local Historical Society
State Historical Occupations Display
Teacher - volleyball and basketball skills
Travel Vehicle Firm
Zoo

ENVIRONMENTAL

air analyst
agronomist
aquatic biologist
biochemist
biophysicist
botanist
camp counselor
construction engineer
conservationist
civil engineer
chemist
custodian
dairy worker
ecologist
engineer
exterminator
fire fighter
fire warden
fish and game warden
field health officer
field inspector
florist
food and drug supervisor
forester
forestry aide
fumigator
game keeper
garbage collector
gardener
geographer
geophysicist
geologist
greenhouse manager
grounds keeper
horticulturist
hydrographer
hydraulic engineer
industrial health engineer
industrial hygienist
industrial inspector
inspector
laboratory attendant
landscape architect
life scientist
lumber worker
mechanical engineer
marine scientist
meteorologist
naturalist
nursery technician
oceanographer
park supervisor
pathologist
physical scientist
range manager
sanitarian
sewage disposal operator
soil analyzer
surveyor
traffic engineer
tree surgeon
urban planner
veterinarian
weather consultant
weed control supervisor
wildlife specialist
zoologist

SIXTH GRADE PROGRAM

CLUSTER: Environmental

CONTENT AREA: Music

TITLE: General

OBJECTIVES:

1. The students will compare and contrast the role music has played in being a social change agent.
2. The students will identify songs written on present day social/environmental issues, e.g. anti-nuclear concerns.

ACTIVITIES:

1. The students will listen to songs performed by various artists on relevant issues in the environment.
2. The students will engage in a discussion on their thoughts regarding these concerns.

EVALUATION:

1. After listening to a song, the students will discuss the issues presented by the artist.
2. Using a panel discussion, the students will compare and contrast the role music has played as a social change agent, while the teacher records the results of the discussion.
3. After listening to a song, the student will identify the issues defined by the artist in a short quiz form.

RESOURCES:

1. Phonograph.
2. Recordings, e.g. Muse Concert Recording.

SIXTH GRADE PROGRAM

CLUSTER: Environmental

CONTENT AREA: Science

TITLE: General Introduction

OBJECTIVES:

1. After viewing a film on environment, students will list and spell correctly at least six careers related to the environment.
2. Students will construct a display focusing on careers related to the environment.

ACTIVITIES:

1. Use a dictionary to define the words "pollution", "conservation", and "environment."
2. Discuss the meaning of these words.
3. View a film on the environment and list five to seven occupations noted within the movie. (Suggested movie: Careers in Conservation, Pathescope Educational Film, Rochelle, N.Y.)
4. In groups of four or five construct a bulletin board or display case centering on careers related to the environment to display throughout the school. Articles and illustrations may be added throughout the month.
5. Distribute a list of careers related to the environment.
6. Discuss the responsibilities of each occupation on the list.
7. Use the compiled list to play The 50,000 Dollar Pyramid.

EVALUATION:

1. Teacher will list the types of jobs related to environment from notes taken by students while viewing the movie.
2. Displays will be evaluated for originality, content, neatness and creativity.

RESOURCES:

1. Film: Careers in Conservation
2. Dictionaries
3. Chalkboard/Chalk
4. Materials for displays
5. List of occupations related to the environment

CLUSTER: Environmental

CONTENT AREA: Art

TITLE: Specific lesson on tie-dyeing materials

OBJECTIVES:

1. The students will research the materials and processes used by man to dye various mediums.
2. The students will tie-dye materials by using natural substances found in nature which they have created.

ACTIVITIES:

1. The students will research the background of use of dye.
2. The students will prepare a natural dye by using onion skins, bark, oak leaves, etc.
3. The students will dye a material of their choice after learning some of the techniques used in the tieing process.

EVALUATION:

1. The students will list three other substances not discussed in class that have been used in dyeing various mediums.
2. Upon completing the dyeing process, the students will compare their results based on appearance and preparation, and discuss the merits/disadvantages of the dye preparation.

RESOURCES:

1. Rope/clothes line.
2. Clothes pins.
3. Large basin.
4. Stirring device.
5. T-shirts, handkerchiefs, scarf, etc.

CLUSTER: Environmental

CONTENT AREA: Language Arts

TITLE: Specific lesson on tree poetry

OBJECTIVES:

1. The student will compose an original tree poem following teacher-made guidelines.

ACTIVITIES:

1. Class discussion on picture poetry.
2. Teacher will show examples of original picture poems to the class.
3. The students will compose a poem that resembles in shape or form, any particular feature of a tree or a tree itself.

EVALUATION:

1. The poems will be evaluated according to the following guidelines:
   a. neatness
   b. conformity to shape
   c. originality

RESOURCES:

1. paper and pencil
2. examples of picture poetry

SIXTH GRADE PROGRAM

CLUSTER: Environmental

CONTENT AREA: Math

TITLE: Specific lesson on a quadrant study

OBJECTIVES:

1. The student will be able to measure by pacing a 10 meter by 10 meter area.
2. The student will be able to construct a map of trees, saplings, bushes and groundcovers found in their quadrants by using crayons and a color coded key.

ACTIVITIES:

1. The students will measure the length of their gait for use in pacing a 10 meter by 10 meter area.
2. The students will construct a map of trees, etc. found in their quadrant.

EVALUATION:

1. After pacing out their area, the students will measure their accuracy by using a meter stick.
2. The students' drawings will be evaluated according to the following criteria:
   a. accuracy
   b. neatness

RESOURCES:

1. stakes
2. string
3. crayons
4. white drawing paper

SIXTH GRADE PROGRAM

CLUSTER: Environmental

CONTENT AREA: Physical Education

TITLE: Frisbee Golf

OBJECTIVES:

1. After being introduced to "frisbee golf" students will be able to plan a frisbee golf course using objects in the environment.
2. Students will play frisbee golf using course they had planned.

ACTIVITIES:

1. Teacher will explain the game of frisbee golf to the students. The game is played similarly to the game of golf. Using the frisbee, students will toss the frisbee at various objects in the environment (trees, rocks, telephone poles, etc.). As in the game of golf, students will count the number of throws it takes to reach that object. The student having the least amount of throws to complete the course wins.
2. Students will choose a playing field and plan a course containing twelve targets. These targets should be numbered.
3. Students will have a scoring card and pencil to carry along with them as they play the game.

EVALUATION:

1. Teacher will observe the planning of the course and assist students in labeling the targets.
2. Teacher will observe the playing of the game and assist students where needed.

RESOURCES:

1. Frisbee.
2. Oak tag for numbers and score cards.
3. Pencils.
4. Playing area.

SIXTH GRADE PROGRAM

CLUSTER: Environmental

CONTENT AREA: Science and Language Arts

TITLE: Specific Lesson on Community Planning

OBJECTIVES:

1. The students will be able to define the causes and effects of environmental pollution.
2. Through role-playing the students will be able to demonstrate how a group or organization deals with solutions of environmental problems.
3. The students will be able to develop their own pollution free city following certain criteria set up by the science and the language arts teachers.

ACTIVITIES:

1. A transparency and filmstrip, along with a cassette will be used to introduce the polluted city of Gomston. (notsmog)
2. Hold an election for a mayor and city and state representatives in each class.
3. Representatives of local businesses and industries should be assigned in the different classes.
4. After the students have had time to research their parts, hold mock town council meetings to deal with problems.
5. Pass out comprehension worksheets that accompany the kit and have the students complete.
6. Pick out some of the best participants in the classroom sessions and set up a large scale town meeting in the auditorium. Invite a resource person from the local planning board to attend the assembly. Following the presentation the resource person can critique the students' meeting, talk about the job of planning and suggest application of what the students have learned to building their own pollution free towns or cities.
7. Pass out information on the planning project and discuss the criteria with the students.

EVALUATION:

1. Following the teaching and presentation of the unit, administer a test on the cause and effects of environmental pollution.
2. Through the classroom town council meetings, the students will be graded according to researching of information and presentation.
3. The final projects will be marked jointly by the language arts and the science teachers. The projects will be graded according to neatness, standard writing form, and inclusion of the basic environmental safeguards and requirements.

RESOURCES:

1. Kit: Gomston: A Polluted City - available from Occupational Resource Center, Edison, N.J. Time limits suggested were followed.
2. Encyclopedias to do research on the different jobs and positions.
3. Speaker - local community planner.

SIXTH GRADE PROGRAM

CLUSTER: Environmental

CONTENT AREA: Social Studies

TITLE: Specific lesson on urban planning

OBJECTIVES:

1. Students will investigate the job duties of an urban planner.
2. Students will fill in a teacher-made outline map of an urban area to demonstrate their abilities at planning.

ACTIVITIES:

1. Students will research in the library job duties of an urban planner.
2. Class discussion on job duties of an urban planner.
3. Teacher exhibits different plans of urban areas to students.
4. Using the teacher-made outline map, the students devise a plan that will include the following areas:
    a. recreational
    b. industrial
    c. commercial
    d. shopping
    e. residential

   Plans should also include such things as: airport, highway system, railways and stations, hospitals, schools, etc.

EVALUATION:

1. Students will write a short report summarizing information concerning job duties of an urban planner.
2. Maps will be evaluated based upon:
    a. inclusion of all items required
    b. practical application of design

RESOURCES:

1. library materials
2. teacher-made outline maps
3. sample urban plans

ENVIRONMENTAL RESOURCES

KITS

A331.7 *Occupations in Ecology* - cassettes

BOOKS

B331.7 *Natural Resources and the Environment*

C331.7 *Careers in Conservation*

PERIODICALS

Better Homes and Gardens
Boys' Life
Field and Stream
National Geographic
National Wildlife
Natural History
New Jersey Outdoors
Outdoor Life
Ranger Rick's Nature Notes
Science
Science Activities
Science Digest
Science News
Scientific America
Solar Energy Institute of America

(see also GENERAL periodicals)

SPEAKERS

Biochemist - raw materials
County Planning Board Member
Nursery Operator - landscaping
Public Relations Director - solar energy, scientific advancements

FIELD TRIPS

Botanical Gardens
Campground
Fish and Wildlife Sanctuary
Material Handler - recycling, scrap iron
Nuclear Generating Plant
State Historical Occupations Display
Zoo

INTRODUCTION TO SEVENTH GRADE CAREERS

The seventh grade students will investigate six careers clusters during the school year. These clusters are:

A. Personal Services

B. Marketing and Distribution

C. Health

D. Business and Office

E. Agri-Business

F. Communications

The above areas will be dealt with and expanded upon through an interdisciplinary approach. The students will be able to broaden their investigation of occupations with emphasis given to interpretive research according to the special interests and abilities of the students through the following:

1. Discussions
2. Hand-on Activities
3. Speakers
4. Field Trips
5. Assemblies

As in the sixth grade, the following pages contain objectives, and specific lessons to help the classroom teacher to implement occupational exploration. These activities can be readily used but should be supplemental to the teacher's own creative talents.

SEVENTH GRADE CAREER OBJECTIVES

1. The students will be introduced to various career possibilities within the following clusters:

    A. Personal Services
    B. Marketing and Distribution
    C. Health
    D. Business and Office
    E. Agri-Business and Natural Resources
    F. Communications

2. The students will investigate, discuss, and explain the relationship between content areas and the basic qualifications necessary to become involved in specific careers.

3. The students will be able to identify at least six occupations from the above clusters and research one occupation according to personal interests and abilities. A suggested format to follow would include: ex. 1) educational background, skills and training, 2) salaries and duties.

4. Students will be able to prepare written questions in preparation for an interview with a resource person.

5. During the course of the year, the students will have the opportunity to visit occupational locations and to observe and discuss the occupational requirements.

6. The students will be able to identify and list the decision making process, ex. 1) define problem, 2) consider alternatives, 3) make decision, 4) implement decision.

7. The students will be able to participate in a career day fair.

8. The student will understand the role of sex stereotyping in career education.

INTRODUCTION TO CLUSTER LESSONS

The following groups of lessons are intended to serve as examples of possible lessons and as a resource for teacher use. Each cluster contains: a list of occupations in the cluster, a general introductory lesson, more specific job centered lessons, and a list of resources for the clusters. The specific lessons are given in all content areas. It is emphasized that these are basic lessons and may be supplemented by the teacher and should not be limited to the content area of emphasis.

In each lesson efforts should be made by the individual teacher to address the problems of race and sex bias, and stereotyping. This may be accomplished with the following techniques;

1. Evaluation and supplementation of all materials and resources to insure race and sex fairness.
2. Discussion of the past and current status of women and minorities in all career clusters.
3. Use of non-tradition role models as guest speakers and resource persons whenever possible.

CLUSTER CALENDAR

SEVENTH GRADE

Month - October
Cluster- Personal Services

Month - Nov. - Dec.
Cluster- Marketing and Distribution

Month - Jan.
Cluster- Health

Month - Feb. - March
Cluster- Business and Office

Month - April
Cluster- Agri-Business

Month - May
Cluster- Communication

PERSONAL SERVICE

animal keeper
animal trainer
airline flight attendant
baker
barber
bartender
bar attendant
bellhop
butcher
butler
chef
cosmetologist
child care attendant
caterer
cook
dietician
dressmaker
dry cleaner
day worker
elevator operator
exercise attendant
exterminator
fountain person
funeral director
guide
hair stylist
health salon operator
housekeeper
hotel manager
hostess
kitchen help
kitchen supervisor
karate supervisor
kennel operator
laundry worker
maid
manicurist
marriage counselor
maintenance worker
page
piano tuner
porter
psychologist
rug cleaner
room service
school bus driver
steward
steamroom attendant
social worker
show repair technician
tailor
valet
veterinarian
weight reducing counselor
wine steward
waiter

CLUSTER:	Personal Services
CONTENT AREA:	Language Arts
TITLE:	General Introduction

OBJECTIVES:

1. The students will be able to list, and spell correctly, six occupations within the personal services cluster.
2. The students will write a job description for one of these occupations including educational requirements, skills, duties, salaries and outlook.
3. Given a list of 15 personal services, the students will be able to alphabetize the list and write a clear, concise sentence describing the service the job provides for the student's family.

ACTIVITIES:

1. List 15 personal service occupations on the blackboard. Discuss what these jobs have in common. Draw from the students that these jobs provide services that every person needs at one time or another. Following this, ask the class to alphabetize the list.
2. For homework ask the students to write a clear, concise sentence, which describes the service the job offers. Tell them to discuss the jobs with their family members.
3. Discuss the list the next day and tell the students that they will be responsible for investigating one of these jobs. Include educational requirements, skills, duties, salary, and outlook. Give release time from class for students to research jobs in the library.
4. Review game activity:
   - A. Divide the class into two groups.
   - B. One member from each group stands in the back of the room.
   - C. The teacher reads a description of a certain personal service.
   - D. The two participants respond to the description by walking to the front of the room and writing the job title on the board.
   - E. The first student to correctly spell the job title receives a point for their team.
   - F. Game continues until all jobs are covered.

EVALUATION:

1. Quiz - Give the students five minutes to write down, and spell correctly, six occupations from the personal service cluster.
2. Grade the research papers according to content, clarity, correct paragraph form and standard grammatical structure.
3. Check and grade the students' lists for correct alphabetical order and clear grammatical sentence structure.

RESOURCES:

1. Paper and pencil.
2. List of 15 personal services.
3. Library resources pertaining to personal services selected above.

SEVENTH GRADE PROGRAM

CLUSTER: Personal Services

CONTENT AREA: Math

TITLE: General lesson using Personal Services careers in original word problems

OBJECTIVES:

1. The students will identify some real life problems, requirements, and responsibilities of occupations within the cluster of Personal Services and will incorporate this information in creating mathematical word problems and then solve them.

ACTIVITIES:

1. List Personal Service occupations on the chalkboard.
2. Select a few of the listed occupations to discuss orally in class.
3. Following oral discussion, ask students to select one occupation from those listed on the board to research and report on.
4. Give oral reports in class. Discuss and compare some of the occupational requirements, responsibilities and daily problems, etc.
5. Following oral presentations and discussions students will write two original word problems focusing on real life situations of their chosen personal service occupations.
6. Select one problem per student and place all of the problems on a ditto sheet. Names of students should be placed next to the problems they wrote.
7. Students in the class will be given the sheets of problems. They will apply mathematical skills to solve the occupational problems for a homework assignment.
8. Check solutions and operations needed to solve the worksheet orally in class.

EVALUATION:

1. Have the students list problems, requirements, and responsibilities of a career in the Personal Services.
2. Collect the students' two problems and grade for mathematical competency and proper writing form.
3. Collect ditto sheets and grade for mathematical competency.

RESOURCES:

1. chalkboard
2. list of Personal Service Occupations
3. paper
4. pencils
5. library materials

CLUSTER: Personal Services

CONTENT AREA: Science

TITLE: General introduction to personal service careers in Chemistry

OBJECTIVES:

1. The students will be able to identify specific educational requirements for chemists, technicians, engineers, and researchers.
2. Students will compare the basic benefits and salaries associated with each career in written form.

ACTIVITIES:

1. Class will research educational requirements of personal service careers in Chemistry specifically, chemists, technicians, engineers and researchers. Students will chart their information and submit to teacher.
2. Teacher compiles students' information into a chart outlining salary and benefits of personal service careers in Chemistry.
3. Class discussion prompting students to indicate which careers they think are most beneficial according to the information presented.

EVALUATION:

1. Matching quiz on educational requirements of chemists, technicians, engineers and researchers.
2. Following the explanation and discussion of the chart, teacher asks students to indicate in writing why they would choose one of the personal service careers over another and why, weighing the various salaries and benefits to do so.

RESOURCES:

1. Chemistry career books from library
2. teacher-made chart, outlining salary and benefits
3. paper and pencils

CLUSTER: Personal Services

CONTENT AREA: Art

TITLE: Specific duties of cake decorators.

OBJECTIVES:

1. The students will be able to list some items necessary to decorate a cake.
2. The students will be able to make, bake, and decorate a cake for a specific occasion.

ACTIVITIES:

1. The class will take a field trip to a local bakery to talk to the baker about how they make and decorate cakes for special occasions.
2. The students will have the opportunity to question the baker on the steps needed to decorate a cake and his/her duties as a baker.
3. The students will prepare and bake a cake of their own choosing and then decorate it for a specific occasion.

EVALUATION:

1. Quiz class on five things needed to decorate a cake for a specific occasion.
2. Four faculty members judge the cake decorations using the criteria of:
   a. neatness
   b. color
   c. design
   d. taste

RESOURCES:

1. local bakery
2. cake decorating tools
3. cake pans
4. cake mix
5. icing
6. oven

SEVENTH GRADE PROGRAM

CLUSTER: Personal Services

CONTENT AREA: Music

TITLE: Specific lesson - Music Instructor

OBJECTIVES:

1. Students will be able to write a short report telling some of the requirements and responsibilities of a music instructor.
2. The students will be able to simulate the duties of a musical instructor through role-playing.

ACTIVITIES:

1. Music instructor speaks to class about his/her background, education, training, daily job activities, etc. Students may ask questions to gain further information. Music teacher then proceeds to demonstrate how each instrument is handled and played. After each instrument, several students are asked to imitate the instructor and try to produce some sound. Every class member should be given the opportunity to try at least one instrument.
2. Following the speaker's visit, short reports will be assigned, asking students to list all they now know about the background and duties of a music instructor.
3. Students pair off in groups of two and take turns being the student and instructor.

EVALUATION:

1. Collect reports and check for comprehension of the role of a music instructor as well as proper writing form.
2. Teacher observes participation in role-playing activity and checks that the students are simulating accurately.

RESOURCES:

1. Guest speaker - music instructor.
2. Paper.
2. Pencils.

CLUSTER: Personal Services

CONTENT AREA: Physical Education

TITLE: Specific lesson on duties of a Health Salon Operator

OBJECTIVES:

1. Students will be able to perform two regular duties of a health salon operator:
    a. create an exercise that would prove beneficial in toning a specific area of the body.
    b. explain the benefits of the exercise to others and lead them in performing it correctly.

ACTIVITIES:

1. Students will listen to a guest speaker from a health salon discuss his/her job, being responsible for:
    a. recognition of various parts of the body that should be regularly exercised.
    b. recollection of specific exercises to accomplish this.
2. Students divide into groups of two. They will be responsible for creating one original exercise. They should be able to tell the class how it is performed and how it benefits toning a specific area of the body.

EVALUATION:

1. Teacher will observe groups as they demonstrate exercises to the class. She/he will judge them according to:
    a. accuracy of following directions
    b. originality
    c. organization
    d. clarity

RESOURCES:

1. Guest speaker

CLUSTER: Personal Services

CONTENT AREA: Social Studies

TITLE: Specific Lesson in Personal Services Careers

OBJECTIVES: The students will be able to compare and contrast equipment used today in providing personal services with equipment that early people used to take care of the same needs.

ACTIVITIES:

1. Send the students to the library to research different types of occupations that we would consider personal services.
2. Have the students list at least six personal services and the instruments, equipment, or devices that are necessary to provide the service.
3. Classroom discussion. "Since we are studying early people, how did the people then deal with these needs?" "What instruments did they use?"
4. Using their textbooks or any material from the library, have the students fill in their lists by putting what early people used to perform the same tasks.
5. (Optional accelerated activity) Have each student construct a replica of a tool or device early people used to provide one of these modern day services.

Examples of student list:

	Occupation	Equipment Today	Early People
1.	butcher	sharp steel knives saws to cut carcass	stone knives stone hatchets
2.	dressmaker/ tailor	steel needles, thread, sewing machines, patterns, synthetic fabrics	sharp bones or thorns for needles, muscle fiber from animals for thread, animal hides for fabric
3.	barber/hair stylist	scissors, combs, electric clippers, razor	clam shells, sharp stone

EVALUATION:

1. Test the students on similarities and difference between equipment used today for personal services and what early people used. From comparing classroom lists the students should be able to list, and spell correctly, at least six jobs.

RESOURCES:

1. School library.
2. Social studies textbook.
3. Student materials to make projects.

PERSONAL SERVICES RESOURCES

KITS

A331.7	Exploring Occupations in Personal Services, Hospitality & Recreation booklets, filmstrips and cassettes
B331.7	Personal Services - Career Learning Center - filmstrips and cassettes
C331.7	Personal Service - Career Exploration Series - Filmstrips and cassettes
D331.7	Food Services - Career Exploration Series - cassettes

BOOKS

G331.7	Careers in Beauty and Grooming
I331.7	Cosmetology
J331.7	Exploring Careers Through Volunteerism
K331.7	Interior Design Careers
L331.7	Child Care Careers
M331.7	Careers in Animal Care
P331.7	Your Future as a Dietician
Q331.7	Cosmetology

PERIODICALS

New Jersey Monthly
Popular Electronics
Popular Mechanics
Popular Science
Seventeen
Travel
(see also GENERAL periodicals)

SPEAKERS

Armored Truck Driver
Engineer - service of office equipment
Florist
Karate Master Instructor
Management Director - staffing, union relations
Mechanic - A. vehicle repair
B. electricial repair
Paper Hanger
Physical Distribution Manager - frozen foods
Production Manager - optical
Sweeper Maintenance Operator - street cleaner
Teacher - volleyball and basketball skills
Veterinarian

FIELD TRIPS

Botanical Gardens
Interior Decorating Firm
State Historical Occupations Display

MARKETING AND DISTRIBUTION

accounting executive
advertising assistant
advertising copywriter
advertising manager
billing machine operator
bill poster
batcher
bookkeeper
broker
buyer
consultant
cashier
commercial artist
credit manager
custom house broker
economist
display worker
delivery person
demonstrator
exporter
fashion coordinator
floor manager
foreign trade consultant
house-to-house salesperson
foreign clerk
foreign language stenographer
jobber
home representative
inspector
importer
industrial salesperson
insurance agent
interviewer
manufacturer's engineer
market master
model
office machine service technician
package designer
public relations personnel
purchasing agent
product designer
product manager
redemption clerk
receiving clerk
research director
recruiter
sample distributor
sales manager
salesperson
sales engineer
secretary
sign writer
shipping clerk
shopper
store buyer
store executive
survey worker
stock clerk
standards supervisor
supervisor
traffic manager
typist
tabulator
stock person
warehouse person
wholesaler
world trade manager

CLUSTER: Marketing and Distribution

CONTENT AREA: Mathematics

TITLE: General Introduction

OBJECTIVES:

1. The students will be able to demonstrate their understanding of comparative shopping through the marketing and distribution of imaginary products.
2. The student will be able to list, and spell correctly, six careers and their requirements related to marketing and distribution.

ACTIVITIES:

1. The teacher will set up two imaginary marketing corporations with students serving as members of the corporations and will perform their duties.
2. Assign each student a position and require them to research their duties prior to the operation of the corporation.
3. Give the students similar imaginary products to market and distribute to a group of students (consumers). Emphasize the keeping of accurate records and need for mathematics. Possible positions for corporation members are: advertising agent, company president, market researcher, statistician, stock person, wholesaler, retailer, salesperson, package designer, demonstrator, catalogue co-ordinator, and bookkeeper.
4. The teacher should also emphasize how the salaries of the employees help to determine the costs of the product. A separate lesson to determine costs and expenses may also be taught.

EVALUATION:

1. Primary evaluation will be conducted by a panel of consumers (students) who would decide which corporation product to purchase.
2. Teacher evaluation of the objective could be accomplished by quiz or oral questioning.

RESOURCES:

1. Large drawing paper.
2. Magic markers.
3. Multi-media research sources.

SEVENTH GRADE PROGRAM

CLUSTER: Marketing and Distribution

CONTENT AREA: Music

TITLE: General introduction to record sales

OBJECTIVES:

1. The students will identify and list at least five ways in which records are promoted to the public.

ACTIVITES:

1. Bring in a guest speaker from a record company to talk to the class about the promotional aspect of the record industry.
2. Discuss various methods of record promotion with the class.

EVALUATION:

1. Following presentation by the guest speaker, the students will correctly identify five possible ways of promoting a record by listing in a short report.

RESOURCES:

1. guest speaker from a record company
2. phonograph

SEVENTH GRADE PROGRAM

CLUSTER: Marketing and Distribution

CONTENT AREA: Art

TITLE: Specific lesson on the career of a commercial artist

OBJECTIVES:

1. The students will identify some of the duties of a commercial artist.
2. The students will recognize the importance of lettering in business and advertising.

ACTIVITIES:

1. The students will be shown several styles of lettering that would be used by a commercial artist.
2. The students and teacher will discuss why different styles of lettering are used to obtain certain visual effects.
3. Students will choose a style of lettering and carefully create a letterhead using this lettering style.

EVALUATION:

1. The students will list 3 activities usually performed by a commercial artist.
2. The evaluation will be based on how well the students recreate this lettering style first in pencil, then with pen and ink on their letterhead.

RESOURCES:

1. oak tag
2. rulers and pencils
3. pen and ink
4. charts with various lettering styles

SEVENTH GRADE PROGRAM

CLUSTER: Marketing and Distribution

CONTENT AREA: Health and Physical Education

TITLE: Specific lesson on newspaper ads for health services or products

OBJECTIVES:

1. The students will devise and lay-out a newspaper ad for a health related product or service.

ACTIVITES:

1. Have students bring in newspaper ads for health related goods and services.
2. Compare/discuss ads in small groups according to lay-out and consumer appeal.
3. Devise and lay-out an original ad for an existing or ficticious health related product or service. (Students may either draw and letter their own ad or cut out drawings and letters from actual ads brought in for discussion purposes.)

EVALUATION:

1. Evaluate for accurate portrayal of name of product or service, cost, and overall appearance of ad.

RESOURCES:

1. newspapers
2. white drawing paper
3. scissors
4. crayons
5. marking pens
6. paste

SEVENTH GRADE PROGRAM

CLUSTER:	Marketing and Distribution
CONTENT AREA:	Language Arts
TITLE:	Specific lesson on writing descriptions of careers in Marketing and Distribution
OBJECTIVES:	1. Students will research a job related to the cluster and write a description of that job. (Correlates with chapter 16 -Writing Descriptions -Warriner's Text)
ACTIVITIES:	1. Review examples of careers in marketing and distribution and discuss them with class. 2. Individual research and report writing.
EVALUATION:	1. Collect reports and evaluate for accurate description of the job title and duties according to specified form.
RESOURCES:	1. Career Ed. Center in library.

SEVENTH GRADE PROGRAM

CLUSTER: Marketing and Distribution

CONTENT AREA: Mathematics

TITLE: Specific Lesson on Sales Clerk

OBJECTIVES:

1. The student will be able to correctly fill out a sales slip given a list of items and prices.

ACTIVITIES:

1. Distribute a simulated sales slip and have students actually fill out sales slip listing the following:
    A. personal information (name, address, etc.)
    B. quantities
    C. articles
    D. price
    E. amount
    F. sub-total
    G. sales tax
    H. total

EVALUATION:

1. Actually check over sales slip for accuracy.

RESOURCES:

1. simulated sales slips.
2. pencils.
3. scrap paper.
4. visit local business that incorporates use of sales slip.

SALES SLIP

Fill out the following sales slips, using the given information.

1. On February 4, Thomas J. Smith of 124 East Street bought: 2 pairs of pants at $7.95 each, 1 bathrobe at $5.65 and 2 pairs of socks at $1.25 each.
2. On October 9, Gloria P. Jones bought: 2 skirts at $8.25 each and 1 coat at $79.95.

1.

MILLER CLOTHING
10 Main Street
Anytown, U.S.A.

______________________________19____

Sold To ____

Address ____

QUAN.	DESCRIPTION	UNIT	AMOUNT

2.

MILLER CLOTHING
10 Main Street
Anytown, U.S.A.

______________________________19____

Sold To ____

Address ____

QUAN.	DESCRIPTION	UNIT	AMOUNT

SEVENTH GRADE PROGRAM

CLUSTER: Marketing and Distribution

CONTENT AREA: Science

TITLE: Specific lesson on quality control inspection

OBJECTIVES:

1. Students will identify regulations and procedures in a canning operation.

ACTIVITIES:

1. Visit a local cannery.
2. Students will ask questions of employees during visit to gain insight into regulations and procedures.
3. Follow-up discussion with students listing regulations and procedures regarding the canning operation.

EVALUATION:

1. Through discussion with students, compile a list of regulations and procedures that the cannery must comply with.

RESOURCES:

1. cannery
2. chalkboard

CLUSTER:	Marketing and Distribution
CONTENT AREA:	Social Studies
TITLE:	Specific lesson on duties of a traffic manager
OBJECTIVES:	1. Students will be able to mark out the most direct route between two points on a road map at a distance of at least 100 miles.
ACTIVITIES:	1. Discuss with class the duties of a traffic manager. 2. List on chalkboard economic reasons for determining shortest routes. 3. Have students use road maps to mark the shortest route between two points at least 100 miles apart.
EVALUATION:	1. Check routes marked on road maps for fulfillment of objective.
RESOURCES:	1. chalkboard 2. road maps

MARKETING AND DISTRIBUTION RESOURCES

KITS

A331.7 Exploring Marketing Occupations -Careers in Focus - filmstrips & cassettes

BOOKS

B331.7 The Peddlers

C331.7 Careers in a Department Store

D331.7 Careers in a Supermarket

E331.7 Behind the Scenes in a Department Store

F331.7 Aim for a Job in the Baking Industry

G331.7 Marketing and Distribution

H331.7 Advertising

I331.7 Fashion

PERIODICALS

Popular Electronics
Popular Mechanics
Popular Science
Soalr Energy Institute of America
(see also GENERAL periodicals)

SPEAKERS

Management Director - drafting, union relations
Public Relations Direcotr - solar energy, scientific advancements
Sales Representative - sales techniques and consumer education

FIELD TRIPS

Auto Parts Company
Banks
Car Dealers
Cookie Factory
Fabric Store
Hardware Stores
Insurance Company
Interior Decorating Firm
Packing Company
Piano Dealer
Plumbing Corporation
Pottery Company
Rental Center
State Historical Occupations Display

HEALTH

anesthesiologist
biologist
candy striper
chemist
chiropodist
cook
dental assistant
dental hygienist
dentist
dietitian
electrician
food and drug inspector
food service supervisor
food technologist
general practitioner
hospital administrator
hospital housekeeper
hospital service worker
industrial hygienist
internist
laboratory technician
laundry worker
licensed practical nurse
medical artist and photographer
medical librarian
medical secretary
medical social worker
medical technologies
nurse's aide
nutritionist
occupational therapist
operating room nurse
optician
optometrist
orderly
osteopath
pathologist
pediatrician
pharmacist
physical therapist
physician
physiologist
plumber
podiatrist
psychiatrist
public health administrator
registered nurse
safety engineer
sanitary engineer
speech therapist
surgeon
surgical technician
veterinarian
vocational rehabilitation counselor
ward clerk
x-ray technician

CLUSTER: Health

CONTENT AREAS: Art

TITLE: General lesson on different systems of the body.

OBJECTIVES:

1. Using paint and a body suit, groups of students will simulate through drawings certain body systems.

ACTIVITIES:

1. Have groups of students sign up to do a simulated drawing of certain parts of the body (groups of no more than 3)
2. Pass out paints and brushes and have one student in each group wear the body suit.
3. The students try to accurately simulate through a drawing the body system they choose. For instance: digestive, respiratory, etc.
4. Have the group then explain to the class, the functions and duties of the body system they chose to simulate.

EVALUATION:

1. Teacher observes students while painting their body suit and grades the group on accuracy of design, neatness, and presentation to class.

RESOURCES:

1. body suit
2. paint
3. brushes
4. Science book

SEVENTH GRADE PROGRAM

CLUSTER: Health

CONTENT AREA: Science

TITLE: General Introduction

OBJECTIVES:

1. The students will be able to list, and spell correctly, at least six occupations in the health cluster and explain the duties of one occupation.

ACTIVITIES:

1. Divide students into several small groups. Then conduct a contest in which each group prepares a list of occupations found in a hospital. The group with the most occupations wins.
2. Each group then researches six occupations from their list for background information and duties. This information is put on 5" x 8" cards and posted around the room.
3. The students then divide the list according to educational requirements. The teacher will then discuss how these requirements form part of the decision making process.
4. Optional: Plan and visit a local hospital and tour all departments.

EVALUATION:

1. The teacher will evaluate the students' written work for accuracy. A quiz or oral questions may be used to evaluate the six required careers.

RESOURCES:

1. List of health occupations.
2. Multi media research materials.
3. Local hospital.

CLUSTER: Health

CONTENT AREA: Language Arts

TITLE: Specific lesson on Health Careers

OBJECTIVES:

1. After reading the article "Health Careers: The Hospital Cost" pp.3-11, the students will be able to answer ten questions with at least 80% accuracy.
2. The students will write a brief job description for five careers listed in the article giving the training, average salary, hours, etc. of the job.

ACTIVITIES:

1. Silent or class reading of the Career World magazine article listed above.
2. Follow the reading of the article by listing on the blackboard the careers mentioned.
3. Have the students pick five of the listed careers and write short, concise job descriptions.

EVALUATION:

1. Give a quiz asking 10 comprehensive question from the Career World magazine. The students should answer at least 8 of the 10 correctly.
2. Teacher collects five short job descriptions and grades them on standard written form.

RESOURCES:

1. Career World Magazine, Volume 2, No. 5, January 1979.
2. pencils and paper

SEVENTH GRADE PROGRAM

CLUSTER: Health

CONTENT AREA: Math

TITLE: Specific lesson on duties of a dietitian.

OBJECTIVES:

1. The students will be able to list and spell correctly at least ten words pertaining to the duties of a dietitian.
2. The students will be able to figure out the cost of a diet for themselves for one week, using basic mathematical operations.
3. The students will listen to and question a guest speaker (a dietitian from one of the local hospitals).

ACTIVITIES:

1. Listen to and question a dietitian on their duties and how to plan a proper diet.
2. Given a sample of a diet supplied by the dietitian, the students will figure out the cost for a week to stay on their diet.
3. The students will look through a newspaper and obtain the cost of the items needed to stay on their diet. (Optional field trip to local supermarket to gain same results.)

EVALUATION:

1. The teacher will give the class a quiz on the vocabulary words of the duties of a dietitian.
2. Each student will come up to the front of the room and read their diet to the class, and the class will discuss the pros and cons of the diet.
3. The teacher will check students' diets to see if they computed the cost correctly.

RESOURCES:

1. Samples of a diet from a local hospital.
2. Local dietitian.
3. Newspapers.
4. Sample diet forms.

SEVENTH GRADE PROGRAM

CLUSTER: Health

CONTENT AREA: Music

TITLE: Specific lesson on music therapy

OBJECTIVES:

1. Students will research and identify types of music which are commonly used in medical-dental situations to relax the patient.
2. Students will prepare a written report of their findings.

ACTIVITIES:

1. Discuss with students the importance of music as a form of relaxation. Have students list situations in which music is used for this purpose.
2. Have students break up into small groups. These groups will research, locate and record different types of music that could be used as a form of relaxation.
3. Students will report back to class with the results of research and their tape recording.

EVALUATION:

1. Students' recordings will be played in class and evaluated according to the appropriate nature of the selections.
2. The teacher will evaluate the written reports according to standard rules of English composition and content.

RESOURCES:

1. tape recorders
2. record library

SEVENTH GRADE PROGRAM

CLUSTER: Health

CONTENT AREA: Physical Education

TITLE: Specific Lesson on Physical Therapist

OBJECTIVES:
1. The student will be able to state the basic duties of the physical therapist.
2. The student will be able to perform basic exercises used by a physical therapist in rehabilitating an individual with various injuries.

ACTIVITIES:
1. Introduce lesson by questioning class to determine if anyone had ever had broken bones or other injuries.
2. Then ask if when the cast was removed were the muscles of the broken limb as strong as the muscles in the unbroken limb.
3. Explain that the physical therapist works with people who have had serious accidents, strokes, etc. to aid people to return to normal health.
4. If possible have a local physical therapist as a speaker demonstrate various exercises that they would use for various injuries.
5. Allow students to try the various exercises and instruct each other on how to perform the exercises.

EVALUATION:
1. Teacher will evaluate the performance of exercises.
2. By oral questioning, determine the student's understanding of the duties of a physical therapist.

RESOURCES:
1. Kinesiology manual.
2. Local physical therapist
3. Exercise mats.

CLUSTER: Health

CONTENT AREA: Social Studies

TITLE: Specific lesson on communicable disease and health organizations.

OBJECTIVES:

1. The students will be able to identify types of communicable diseases.
2. The students will investigate catastrophic outbreaks of these diseases in the past.
3. The students will identify the organizations responsible for dealing with health standards (local, county, state Boards of Health, etc.)
4. The students will list ways in which these organizations combat the spread of communicable diseases.

ACTIVITIES;

1. Research on:
   a. communicable disease.
   b. catastrophic outbreaks of these diseases.
   c. role of various health organizations.
2. Invite representative of an appropriate health organization to speak to the class.
3. Visit a local restaurant or market and speak with the management about rules they must follow with regards to the Department of Health.

EVALUATION:

1. Given a list of ailments, students will identify which of these are communicable diseases.
2. Students will be able to list on paper three instances of catastrophic outbreaks of disease in the past.
3. Given a list of various organizations, students will be able to identify those responsible for maintaining health codes.
4. Have students list on paper ways in which health organizations make catastrophic outbreaks of food poisoning and other communicable diseases less likely to occur.

RESOURCES:

1. school library
2. local, county, state Boards of Health
3. local restaurants and food markets.

HEALTH RESOURCES

KITS

A331.7	Health - Career Learning Center - filmstrip and cassette
B331.7	Working in a Medical Center - filmstrips and cassettes
K331.7	Exploring Health Occupations-Careers in Focus Series - booklets, filmstrips, cassettes

BOOKS

C331.7	Health Care
D331.7	Your Career in Physical Therapy
E331.7	Health Care Careers
F331.7	What's it like to be a Nurse?
G331.7	Your Future in an Occupational Therapy Career
H331.7	The Doctors
I331.7	Careers in a Medical Center
J331.7	Health Careers in N. J.
L331.7	Veterinary Medicine
M331.7	Dentistry
N331.7	Health
O331.7	Medicine
P331.7	Health Care Careers
Q331.7	A Hospital
R331.7	So You Want to be a Doctor
S331.7	Your Career in Chemistry
T331.7	Careers in the Biological Sciences
U331.7	Jobs in Health Care

PERIODICALS

Family Health
Health Careers in New Jersey
Science
Science Activities
Science Digest
Science News
Scientific America
Seventeen
Sports Illustrated
Young Athlete

SPEAKERS

Ambulance Personnel - emergency first aid
Dental Hygienist
Dentist
Medical Secretary
Nurse
Nurse's Aide
Personnel Director - housekeeping and laundry
Physical Therapist

FIELD TRIPS

Doctors' offices
Optometrist's office
State Historical Occupations Display

BUSINESS AND OFFICE

account analyst
accounting clerk payroll
adding machine operator
advice clerk
auditor
bank cashier
bank president
bond analyst
bookkeeper
bond trader
budget accountant
calculating machine operator
certified public accountant
checking clerk
Christmas Club bookkeeper
classifier
clearing house clerk
coin counter
coin separator
coin wrapper
cost accountant
cashier
computer programmer
court reporter
credit analyst
credit manager
duplicating machine operator
file clerk
foreign exchange trader
insurance accountant
insurance claims adjuster
insurance clerk
interviewer
junior executive
keypunch operator
job analyst
legal secretary
loan counselor
management instructor
manager
mathematician
messenger
office clerk
personnel recruiter
public relations officer
recruiter
real estate broker
receptionist
records clerk
reserve officer
safe deposit box bookkeeper
salesperson
savings bond clerk
secretary
securities clerk
securities trader
shipping clerk
stenographer
tax accountant
tax clerk
teller
timekeeper
transcriber
typist

SEVENTH GRADE PROGRAM

CLUSTER: Business and Office

CONTENT AREA: Language Arts

TITLE: General Introduction

OBJECTIVES:

1. Groups of five students will list ten occupations within the business office area according to their priorities.
2. Students will choose one occupation within the business office area to write a composition about a typical day.

ACTIVITIES:

1. Form groups of five students.
2. Given a five minute time limit, attempt to correctly match corresponding job titles and responsibilities within the business and office area.
3. Correct answers are read aloud.
4. Discuss the responsibilities and functions of each job in detail.
5. Arrange the list of jobs according to group priorities.
6. Invite a guest speaker to talk about careers within the business and office area. (optional)
7. Visit a local newspaper. (optional)
8. Role play a selected job within the business office area and write a description about a typical day.
9. Read and discuss compositions.

EVALUATION:

1. Place students' lists on the blackboard and discuss in class.
2. Evaluate the role play compositions according to content accuracy, originality, and grammar and usage.

RESOURCES:

1. Chalkboard.
2. List of occupations within the business and office area.
3. Paper and pen.

CLUSTER: Business and Office

CONTENT AREA: Art

TITLE: Typewriter art

OBJECTIVES:

1. The students will construct a figure or symmetrical design on the typewriter.

ACTIVITIES:

1. The teacher will demonstrate the workings of the tyepwriter: space bar, capital letters key, margin release, return lever.
2. Allow students time to practice with the typewriter.
3. The teacher will show students various configurations that have been made using a typewriter. Students should examine these figures closely, noting the use of spacing, letters, numbers and punctuation marks.
4. Students will create a figure or symmetrical design using the tyepwriter.
5. Using black construction paper students will frame their designs.

RESOURCES:

1. typewriters
2. unlined paper
3. black construction paper

SEVENTH GRADE PROGRAM

CLUSTER: Business and Office

CONTENT AREA: Mathematics

TITLE: Specific Lesson on Payroll Clerk

OBJECTIVES:

1. The students will be able to compute total weekly hours by adding daily hours.
2. The students will be able to compute weekly earnings by multiplying total hours by hourly wages.

ACTIVITIES:

1. Present a hypothetical situation whereby the students are working as a payroll clerk.
2. Distribute a semi-completed time card. (see attached) The task of the students is to complete the card computing total hours and weekly earnings given an hourly wage.

EVALUATION:

1. Students will be evaluated on the following:
    - A. Computing total hours.
    - B. Computing total weekly earnings given an hourly wage by multiplying wage times hours.

RESOURCES:

1. Time card worksheet (see attached).
2. Visitation to local business to observe payroll operations.

PAYROLL

Complete the following time cards using the following information.

1.

SMITH, JOHN	#5203		
Hourly Wage	$2.85		
	In	Out	Total
Mon.	9:00	5:00	8
Tues.	9:00	4:30	
Wed.	9:00	5:00	
Thur.	9:00	4:30	
Fri.	9:00	5:00	
Sat.	Off		0
		Total	
		Earnings	

2.

JONES, Mary	#8154		
Hourly Wage	$2.85		
	In	Out	Total
Mon.	Off		0
Tues.	8:00	4:00	8
Wed.	8:00	4:00	
Thurs.	8:00	4:00	
Fri.	8:00	4:00	
Sat.	8:00	4:00	
		Total	
		Earnings	

CLUSTER:	Business and Office
CONTENT AREA:	Music
TITLE:	Specific lesson
OBJECTIVES:	1. The students will reproduce an existing musical composition or compose an original song by using an office phone.
ACITVITIES:	1. Using phones provided by the local phone company, the students will play an existing composition by using the tones of a digital phone system. 2. After exposure to this system, a student may compose an original or reproduce an existing song.
EVALUATION:	The student will play their song for the class by pushing the right button to get the right tones.
RESOURCES:	1. Phones and amplification system provided by local phone company. 2. Phone song book.

CLUSTER:	Business and Office
CONTENT AREA:	Physical Education
TITLE:	Specific lesson on Office worker exercise.
OBJECTIVES:	1. The students will demonstrate at least one exercise an office worker might use in the office to stay in good shape.
ACTIVITIES:	1. Classroom discussion on the problems that a white collar worker has staying in good physical shape. 2. List on the board possible ways an office worker can fit exercise into his/her daily office routine. 3. Have students demonstrate types of exercise in simulated office conditions and surroundings.
EVALUATION:	1. Students are graded on the proper execution of a type of exercise an office worker might use, according to teacher made criteria.
RESOURCES:	Classroom furniture and any other material that would help simulate an office environment.

SEVENTH GRADE PROGRAM

CLUSTER: Business and Office

CONTENT AREA: Science

TITLE: Solar Energy and its effects on real estate sales

OBJECTIVES:

1. The students should be able to correctly identify and spell (5) terms related to the Real Estate business and (5) terms related to solar energy.
2. The students should be able to illustrate ways solar energy may be useful in a home.
3. Students should be able to explain in writing how solar energy has had an effect on the real estate business.

ACTIVITIES:

1. Using the Media Center as well as pamphlets from local, state and national organizations, dealing with real estate and solar energy, students will compile a vocabulary list which could later be used to play a spell down game within the class situation.
2. Teacher and students will brainstorm ways and compile a list of ways solar energy may be useful in the home.
3. Have a local real estate agent come in and discuss how the advent of solar energy has affected the sale of real estate.

EVALUATION:

1. Students will be given a vocabulary quiz using words and terms from the vocabulary list that was compiled from the students' research in real estate and solar energy.
2. Students will design a home implementing suggested uses of solar energy.
3. Students will write a summary using proper form with respect to solar energy and its effects on real estate sales.

RESOURCES:

1. The National Solar Heating and Cooling Center
   P. O. Box 1607
   Rockville, Maryland 20850
2. Local realtor
3. County Borad of Realtors
4. Media Center

SEVENTH GRADE PROGRAM

CLUSTER: Business and Office

CONTENT AREA: Social Studies

TITLE: Specific lesson on Business Careers

OBJECTIVES:

1. The students will devise, as a class, a questionnaire to gain information about business and office job titles.
2. The students will chart data from questionnaires.
3. The students will analyze data and make inferences about business and office job titles.

ACTIVITIES:

1. Devise a simple questionnaire, job title, hourly wage, years of training required, etc.
2. Have each student interview one or more people employed in a Business and Office career utilizing the above questionnaire.
3. Chart data on chalkboard.
4. Analyze data to make inferences.

EVALUATION:

1. Students accurately chart data on the board from their questionnaire.
2. Students should be able to recall any or all of the inferences made about Business and Office careers when asked about them in the future.

RESOURCES:

1. Chalkboard.
2. Duplicating machine.
3. Local resource people with careers in Business and Office cluster.

BUSINESS AND OFFICE RESOURCES

KITS

A331.	Exploring Business and Office Occupations - booklets, filmstrips & cassettes
B331.7	Clerical Occupations - cassettes
C331.7	Business and Office Occupation Cluster - Introduction to Vocations

BOOKS

D331.7	Your Career in Computer Programming
E331.7	Careers in Computers
F331.7	Secretarial Careers
G331.7	Careers in Business Management
H331.7	Jobs in Business and Office
I331.7	People and Choices - Set 3 - Business Finance
J331.7	Office Occupations
K331.	Computers
L331.	The Business Office

PERIODICALS

Business Week
(see also GENERAL periodicals)

SPEAKERS

Bankers
Computer Programmer
Control Supervisor - insurance
Engineer - Service - of office equipment
Executive Secretary - financial investment
Insurance Manager - damages and losses
Realtor
Sales Manager - technician, service and sales
Secretary
Vice President - Manager - loan management, customer service

FIELD TRIPS

Auto Parts Store
Auto Sales Firm
Business Machine Firm
Car Dealers
Cookie Factory
Hardware Store
Insurance Company
Pottery Company
Realty Company
Rental Center
Savings and Loan Association
State Historical Occupations Display
Travel Vehicle Dealer
Television Repair Service

BEST COPY AVAILABLE

AGRI-BUSINESS AND NATURAL RESOURCES

animal caretaker
auctioneer
agronomist
agricultural engineer
agriculture economist
agriculture statistician
beekeeper
biologist
breeder
biochemist
cooperative extension service worker
coal inspector
cattle raiser
county agriculture agent
dairy farmer
dairy technologies
egg producer
farmer
food and drug inspector
farm equipment mechanic
fumigator
forestry technician
forestry aide
feed store manager
forester
florist
floriculturist
farm hand
feed research aide
fruit grader
fire lookout worker
forest fire fighter
fish and wildlife specialist
fish culturist
fish and game warden
geologist
game farmer
gamekeeper
greenhouse manager
horticulturist
hatchery worker
herder
hunter
horse specialist
harvest contractor
landscape architect
livestock commissioner
livestock farmer
logger
lumber worker
meat grader
mine supervisor
miner
mining engineer
nursery worker
orchardist
park recreationist
plant ecologist
park ranger
pest controller
plant materials technician
park superintendent
park naturalist
poultry farmer
poultry technician
power plant operator
range conservationist
reservoir manager
soil analyst
seed grower
soil conservationist
sawmill operator
soil scientist
sheep farmer
stone grader
smoke jumper
surveyor
tree surgeon
trapper
transplanter
veterinarian
vaccinator
weed inspector
wholesale supplier
woodland conservationist
wildlife specialist
zoologist

SEVENTH GRADE PROGRAM

CLUSTER: Agri-Business and Natural Resources

CONTENT AREA: Language Arts

TITLE: General Introduction

OBJECTIVES:

1. After viewing filmstrip on careers in Agri-Business students will list, and spell correctly, at least six job areas related to this cluster.
2. Students will select one career from Agri-Business and investigate job requirements and function in a written report to be completed, using correct sentence structure, punctuation and usage.

ACTIVITIES:

1. View film on Agri-Business careers and list six jobs related to this area.
2. Students select from the six careers they listed, one job related to the above cluster and write a short report as to the requirements for that job.

EVALUATION:

1. Submit to teacher a list of six jobs related to Agri-Business cluster.
2. Hand in to teacher a report on one of the above jobs related to this cluster and evaluate according to content, sentence structure, punctuation and usage.

RESOURCES:

1. Filmstrip on Agri-Business cluster careers.
2. Paper and pencils.

CLUSTER: Agri-Business

CONTENT AREA: Art

TITLE: Seed Mosaics

OBJECTIVES:

1. The students will be able to identify various vegetable seeds.
2. The students will create their own seed mosaics.

ACTIVITIES:

1. Identify different seeds with class.
2. Have students spread glue on coloring book pages and glue on seeds.

EVALUATION:

1. Students will correctly identify vegetable seeds used on each mosaic.
2. Teacher will evaluate the composition and color scheme.

RESOURCES:

1. Coloring book pages.
2. Vegetable seeds.
3. White glue.

SEVENTH GRADE PROGRAM

CLUSTER: Agri-Business and Natural Resources

CONTENT AREA: Mathematics

TITLE: Specific Lesson on Florist/Greenhouse Manager

OBJECTIVES:

1. The students will be able to compute the cost of different types of floral orders given the price per flowers.
2. The students will be able to compute the appropriate sales tax for each sub-total.

ACTIVITIES:

1. Create a hypothetical situation whereby the students are playing the role of a florist/greenhouse manager.
2. Present this problem to the students: How much would a floral arrangement cost including five (5) roses, two (2) carnations, three (3) babies breath, and six (6) ferns?
   (Roses are $1.35 each, carnations $.75 each, babies breath $1.55 each, ferns $.35 each.)
   Illustrate procedure on board for computing total cost including sales tax.
3. Distribute a worksheet or write on board sample problems on the cost of floral arrangements.

EVALUATION:

1. Check over student worksheet for accurate computations including cost for flowers and sales tax.

RESOURCES:

1. Chalkboard, worksheets on computing cost of floral arrangements.
2. (Optional) Visitation to local florist for actual experiences.

CLUSTER: Agri-Business and Natural Resources

CONTENT AREA: Music

TITLE: Specific lesson on mining songs.

OBJECTIVES:

1. The students will present a song to the class that shows a relationship to mining occupations.

ACTIVITIES:

1. Have the students research music that pertains to mining occupations.
2. Song presentations. These may be either sung or recited; alone or in small groups.

EVALUATION:

1. Student panel will judge the best rendition, based on a pre-determined criteria.

RESOURCES:

1. library
2. media center
3. music shop (Sheet music)

CLUSTER: Agri-Business

CONTENT AREA: Physical Education

TITLE: Specific lesson on the dual purpose of farm implements

OBJECTIVES:

1. The students will be able to identify the use of the following farm implements: wheel barrow, potato sack, hay bale.
2. The students will be able to demonstrate the proper form to be used during a wheel barrow race, potato sack race, and relay race around hay bales.

ACTIVITIES:

1. The teacher will hold up pictures of a wheel barrow, potato sack, and a hay bale, and the class will discuss what these farm implements are really used for and the many uses that can be made of these implements.
2. The teacher will divide the class up into groups of two, and then run the wheel barrow race, potato sack race, and a relay race around 10 hay bales; and then record the times of each group.

EVALUATION:

1. The teacher will hold up an example of the farm implements and each student will write down different uses of each implement.
2. The teacher will record the times of each group for each of the three races and post the fastest time for each race.

RESOURCES:

1. wheel barrow
2. potato sack
3. hay bales
4. stop watch

SEVENTH GRADE PROGRAM

CLUSTER: Agri-Business and Natural Resources

CONTENT AREA: Science

TITLE: Plants for the farm

OBJECTIVES:

1. Students will be able to graphically illustrate the seed germination process.
2. Students should be able to demonstrate basic seed and soil preparation and care for planting and future transplanting.
3. Students should be able to list places within the county that a farmer may buy seeds for planting.

ACTIVITIES:

1. Students could use the media center for research on plant germination. Also have media specialist show a film or film strip on same. Students could then do some written reports or show via graphic illustrations the germination process.
2. Using peat pots, jiffy pots or the equivalent, students could prepare soil and plant such seeds as tomato, corn, or bean and observe the germination and growth process.
3. Have a local farmer, farm supply center owner, or County Agriculture Agent come in and discuss where a farmer would obtain seeds for a farm.

EVALUATION:

1. Have students create a bulletin board display on seed germination. This display could also have some of the students' written and graphic works on display.
2. Students will create a seed bed following correct procedures outlined in class.
3. Students will list in their notebooks places where seeds can be obtained in the county.

RESOURCES:

1. library- media center
2. farm supply center owner
3. local farmer
4. County Agriculture Agent

CLUSTER: Agri-Business and Natural Resources

CONTENT AREA: Social Studies

TITLE: Specific lesson on soil conservation and fertilization techniques.

OBJECTIVES:

1. The students will investigate soil conservation techniques during the medieval period (The 3-field system).
2. The students will investigate current methods of soil conservation and fertilization.
3. The students will compare and contrast these techniques through a written report.

EVALUATION:

1. Following textbook and library reaearch and/or presentation of a guest speaker from one of the above organizations, the teacher collects the written papers and grades according to proper writing form and accuracy of comparisons.

ACTIVITIES:

1. Conduct research on medieval techniques of soil conservation including the three-field system, through classroom discussion and library use.
2. Invite resource person from local Grange, County Agent's Office, 4-H organization, or other appropriate business or organization to speak to students about current methods of soil conservation or fertilization.
3. View appropriate filmstrip(s).
4. Have students write a short paper comparing and contrasting medieval soil conservation with present methods.

RESOURCES:

1. textbooks
2. school library
3. local Grange
4. local farm and garden centers
5. 4-H organizations
6. County Agent

AGRI-BUSINESS AND NATURAL RESOURCES

KITS

A331.7	Exploring Occupations in Agri-business and Natural Resources - filmstrip and cassettes
G331.7	Agri-Business - Career Learning Center

BOOKS

B331.7	Careers in Agriculture
C331.7	Food Careers
D331.7	Cowboys
E331.7	Agribusiness
F331.7	Agriculture

PERIODICALS

Better Homes and Gardens
(see also GENERAL periodicals)

SPEAKERS

Farm Supply Center Owner
Farmer
Nursery Operator
Produce Stand Manager
State Agricultural Agent

FIELD TRIPS

Dairy Farm
Farm Supply Center
Rental Center
State Historical Occupations Display
Tomato Factory

COMMUNICATION

- actor
- airport flight controller
- announcer
- arranger
- art director
- audio engineer
- broadcast technician
- cartoonist
- cable splicer
- camera technician
- commercial artist
- composing machine operator
- columnist
- critic
- commercial engineer
- copyright expert
- cast director
- chief electrician
- dispatcher
- director
- disc jockey
- disc-recording machine operator
- editor
- film editor
- film camera operator
- film processor
- foreign correspondent
- foreign news translator
- ground controller
- layout artist
- light technician
- librarian
- lineperson
- lyricist
- music director
- newspaper carrier
- page
- proofreader
- photographer
- printing press operator
- producer
- publisher
- programmer
- radio operator
- rewriter
- reporter
- screen reporter
- script reporter
- set designer
- stage assistant
- tape recorder operator
- telephone operator
- teletypist
- telegrapher
- translator
- typesetter
- video camera engineer
- wardrode specialist

SEVENTH GRADE PROGRAM

CLUSTER: Communication

CONTENT AREA: Language Arts

TITLE: General Introduction

OBJECTIVES:

1. Students will develop a meaning for the word "communication."
2. Students will list three occupations corresponding to an assigned communication field.
3. Students will research and report on one occupation within the field of communication focusing on job duties, educational requirements, and salary.

ACTIVITIES:

1. Conduct an introductory discussion focusing on the meaning of the word "communication."
2. Brainstorm to create a list of communication types.
3. Groups of five to seven students arrange the completed list according to group priorities.
4. Assign each student to locate at least three possible occupations corresponding to a particular communication field.
5. Discuss findings in class.
6. Select one occupation and research specific job duties, skills, salary, and educational requirements.
7. Give oral reports in class.
8. Invite an expert to speak in class about available careers within the fields of communication. (optional)

EVALUATION:

1. The student definition of the word "communication" will be written on the board.
2. Collect and check the assigned three jobs related to a particular field of communication.
3. Evaluate the oral report using the following criterion:
   - A. Accuracy of content
   - B. Clarity
   - C. Pronunciation

RESOURCES:

1. Pencils.
2. Paper.
3. Library reference materials.
4. Chalk/chalkboard.

CLUSTER: Communication

CONTENT AREA: Art, Reading

TITLE: Creative Bookmarks

OBJECTIVES:

1. The students will read a book of their choosing.
2. The students will design and create a bookmark that shows a positive, contextual relationship to the book of their choice.
3. The students will explain relationship between book and bookmark to classmates.

ACTIVITIES:

1. Have students read and finish a book of their choosing,
2. Design and create a colorful bookmark which relates to the book.
3. Each student explains to the class the relationship between the bookmark and book.
4. Put bookmarks on construction paper and display around the room.

EVALUATION:

1. After the students read their books and design their bookmarks, the teacher collects and checks for originality, color, design and neatness.
2. Students are given a grade on their oral presentation to the class based on good speaking habits.

RESOURCES:

1. Classroom or library books
2. scissors
3. crayons
4. construction paper, oak tag
5. paste
6. pencils

CLUSTER: Communication

CONTENT AREA: Language Arts

TITLE: Specific Lesson on Radio Broadcasting

OBJECTIVES:
1. In groups of five, students will write scripts for a radio show.
2. The students will memorize their individual parts and broadcast their show over the P.A. system.

ACTIVITIES:
1. Form groups of five students.
2. Help students to determine the content to be included in their show. (format determined by teacher)
3. Groups select a narrator.
4. Begin writing and memorizing scripts.
5. Make a tape of the show before broadcasting.
6. Edit tapes.
7. Broadcast show over the P.A. system.
8. Invite a radio broadcaster into the classroom to speak about broadcasting as a career. (optional)
9. Listen to sample radio shows. (optional)

EVALUATION:
1. Students will evaluate their own groups for clarity, quality of performance, grammar, content and technical accuracy by completing a worksheet designed by the teacher.
2. Evaluate students for their ability to work in a group situation.

RESOURCES:
1. Tape recorder.
2. Blank tape.
3. Pencils.
4. Paper.
5. Tapes of sample radio shows.
6. Sample scripts.
7. Reference books from library focusing on radio broadcasting and script writing.

SEVENTH GRADE PROGRAM

CLUSTER: Communication

CONTENT AREA: Math

TITLE: Specific lesson on the duties of a dispatcher

OBJECTIVES:

1. The students will be able to fill out a dispatcher's log book and figure out the correct amount of time each driver went on the road.
2. The students will take turns acting as dispatchers and truck drivers and act out the duties of each.

ACTIVITIES:

1. Divide the class up into two groups, one to act as dispatchers and one to act as truck drivers. Then have each group act out the duties of their group. Teacher will act as the owner of the company.
2. Give each student a copy of a dispatcher's log book and go over with them how to figure out amount of time each driver can spend on the road for a week, also to figure out the distance covered for the week and amount of fuel spent.
3. Have the students figure out the amount of time each driver went on the road for the week, distances they covered for the week and the amount of fuel they used.

EVALUATION:

1. The teacher will collect the log sheets and check the figures for accuracy.
2. The teacher will give the class a quiz on the vocabulary used by a dispatcher.

RESOURCES:

1. Sample copies of a dispatcher's log book.
2. Pencils
3. Price of diesel fuel
4. Map of North Eastern United States

CLUSTER:	Communication
CONTENT AREA:	Music
TITLE:	Specific lesson on the use of recording devices.
OBJECTIVES:	1. The students will compare different types of recording techniques and procedures, and utilize some of these in their own taped presentation.
ACTIVITIES:	1. Teacher introduces and demonstrates various recording techniques. 2. Using the recording equipment, the students will experiment with various recording techniques. i.e.: change of speed, change of direction, splicing, etc.
EVALUATION:	1. The teacher will evaluate students' recording according to the following criteria: a. tone qualities b. sound (pleasing or distorted) c. utilization of techniques
RESOURCES:	1. Tape recorder (reel to reel) 2. recording tape 3. objects to create sound 4. instruments

CLUSTER: Communication

CONTENT AREA: Physical Education

TITLE: Specific lesson in Non-Verbal Communication Skills

OBJECTIVES:

1. The students will communicate a short message to a partner using any form of non-verbal communication.

ACTIVITIES:

1. Classroom discussion focusing on the various ways a person uses to communicate.
2. Have students elaborate on the different forms of non-verbal communication and list them on the chalkboard (pantomime, charades, sign language, dance, etc.).
3. Instruct students to think of a short message they want to get across to someone.
4. Tell them they must act this message out in the next class period. (For instance - students act out a sequence from signals in a baseball game.)
5. Students work with a partner and use any of the methods on non-verbal communication to convey the message successfully.

EVALUATION:

1. Students are given a grade based on their effort and on the success of their non-verbal communication.

RESOURCES: none

SEVENTH GRADE PROGRAM

CLUSTER: Communication

CONTENT AREA: Science

TITLE: Specific lesson on use of wattage in radio stations.

OBJECTIVES:

1. The students will be able to define wattage.
2. The students will be able to explain how radio stations use wattage to communicate.

ACTIVITIES:

1. Students go to library and research wattage.
2. Students write to local radio stations requesting information on their wattage output and length of broadcast area.
3. Possible guest speaker explaining the correlation between wattage output and length of broadcast area.
4. Compile information on the blackboard that the students received in their letters.

EVALUATION:

1. Short quiz on the definition of wattage and a short essay discussing the correlation of the amount of wattage output in relation to broadcast area.

RESOURCES:

1. Library
2. English text for proper letter form
3. guest speaker

SEVENTH GRADE PROGRAM

CLUSTER: Communications

CONTENT AREA: Social Studies

TITLE: Specific lesson on early forms of written communication

OBJECTIVES:

1. The students will identify early forms of writing based on research done in the library.
2. The students will construct a language using their own symbols.

ACTIVITIES:

1. The students will spend time in the library researching the language structures of the great civilizations of the past.
2. The students will attempt to analyze the meaning of symbols used in an ancient written form.
3. The students will design their own alphabet form and language and construct sentences based on their work.

EVALUATION:

1. The students will reproduce five symbols and explain their meaning from their research.
2. Each student will decipher the sentences of another person and evaluate the clarity of meaning based on the creator's intent.

RESOURCES:

1. paper, pencil
2. various kits form library

COMMUNICATION RESOURCES

KITS

A331.7	Exploring Occupations in Communication and Graphic Areas - booklets, filmstrip and cassett
B331.7	Introduction to Vocations: Communications and Media Cycle
C331.7	Introduction to Vocations: Newspaper Careers Cycle
D331.7	Communication

BOOKS

E331.7	Jobs in Communication
F331.7	Careers with a Telephone Company
G331.7	Your Future in the New World of Communications
H331.7	Careers with a Television Station
I331.7	Careers with a Newspaper
J331.7	Communications and Media
K331.7	Radio and Television
L331.7	Writing

PERIODICALS

Audio-Visual Instruction
(see also GENERAL periodicals)

SPEAKERS

Ad Compositor - sets type, assembles ad and proof reads
Chief Engineer - television studio
Communication Technician - trouble shooter and long distance equipment
Production Manager
Switchboard Installer
Telephone Repairperson

FIELD TRIPS

Newspaper Publisher
Public Library
Radio Station
State Historical Occupations Display
Telephone Office
Township Historical Society

INTRODUCTION TO EIGHTH GRADE CAREERS

The eighth grade program is a three part program. The first part is designed to introduce and expand upon the three career clusters of Marine Science, Construction, and Fine Arts and Humanities. The second part centers around the role of guidance to assist students in their course selections for high school. The third part is a culminating activity in which a Career Day seminar is set up for the students at the end of the academic year.

As with the previous career levels, specific objectives and lessons, with empahsis on decision-making skills at the applicative level, will be provided in the following clusters:

A. Marine Science

B. Construction

C. Fine Arts and Humanities

The role of guidance becomes more involved due to the selection of high school courses by these students.

The Career Day seminar is specifically designed to reinforce the transition from the school environment to the world of work through a three day seminar. This seminar will allow for individual discussion with a series of community leaders and business people.

EIGHTH GRADE CAREER OBJECTIVES

1. The students will be introduced to various career opportunities within the following clusters:
    - A. Marine Science
    - B. Construction
    - C. Fine Arts and Humanities
2. The students will be able to solve occupational problems related to the specific clusters above by applying skills learned in the content areas.
3. The students will apply content area skills to actual occupational situations. (Ex. Civil Service Exams, pre-employment tests, College Entrance Exams, etc.)
4. The students will be given the opportunity during the course of the year to interview guest speakers in selected occupations in order to compare and critique occupational possibilities.
5. During the course of the year, the students will have the opportunity to observe, discuss and perform a self-evaluation for specific occupations through visitations to local resources.
6. The students will be able to apply their decision making skills to aid in their selection of high school courses.
7. The students will assist in the planning of and supervise a career day fair.
8. The student will understand the problem of stereotyping in careers.
9. The students will participate in a career day seminar designed to reinforce their career decision making skills and to illustrate the transition from an educational environment to the world of work.

INTRODUCTION TO CLUSTER LESSONS

The following groups of lessons are intended to serve as examples of possible lessons and as a resource for teacher use. Each cluster contains: a list of occupations in the cluster, a general introductory lesson, more specific job centered lessons, and a list of resources for the clusters. The specific lessons are given in all content areas. It is emphasized that these are basic lessons and may be supplemented by the teacher and should not be limited to the content area of emphasis.

In each lesson efforts should be made by the individual teacher to address the problems of race and sex bias, and stereotyping. This may be accomplished with the following techniques:

1. Evaluation and supplementation of all materials and resources to insure race and sex fairness.
2. Discussion of the past and current status of women and minorities in all career cluster.
3. Use of non-tradition role models as guest speakers and resource persons whenever possible.

CLUSTER CALENDAR

EIGHTH GRADE

Month - Flexible according to subject matter
Cluster- Marine Science

Month - Flexible according to subject matter
Cluster- Construction

Month - Flexible according to subject matter
Cluster- Fine Arts and Humanities

Month - June
Cluster- All Career Day

MARINE SCIENCE

aquanaut
aquatic biologist
bacteriologist
biological oceanographer
botanist
chemical oceanographer
chemical extractor
computer date specialist
deep sea diver
deck hand
ecologist
fish retailers
fish wholesalers
drilling supervisor
driller
dockmaster
fisher
dredge operator
diving supervisor
fishing boat captain
fish processor
fish farmer
fish culturist
fish and game warden
geographer
geological oceanographer
hatchery person
hydrographer
hydrologist
ice fisher
kelp cutter
laboratory tester
laboratory chief
life scientist
life guard
marine engineer
marine architect
marine geologist
marine geophsicist
marine geographer
mariner
meteorologist
marine engine machinist
motor boat mechanic
oceanic geographer
oceanographer
oceanographic engineer
ocean miner
physical oceanographer
processor
photographic oceanographer
sailor
sea patrol
seaquarium manager
seal hunter
spear fisher
scuba diver
skin diver
seismographer
sponge gatherer
tool pusher
technician
vessel operator
water surface specialist
water tester
water environmentalist
zoologist

EIGHTH GRADE PROGRAM

CLUSTER: Marine Science

CONTENT AREA: Science

TITLE: General Introduction

OBJECTIVES:

1. The student will be able to list, and spell correctly, the jobs and requirements of six occupations related to marine science.
2. The student will be able to use these lists in developing a written and oral report.

ACTIVITIES:

1. Teacher will initiate discussion of cluster by asking such questions as "What occupations are all wet?" List occupations on board. Supplement this with occupation list included in this cluster.
2. Assign students to research specific jobs for educational requirements, duties, salary, etc. This date will be placed on a teacher made form and displayed in the classroom.
3. Oral reports on occupations will follow.

EVALUATION:

1. Teacher will evaluate oral reports and written work for effort and accuracy. Teacher will quiz students on occupations and duties.

RESOURCES:

1. Multi-media center.
2. State employment agency.
3. SRA Job Facts Book.
4. U.S. Government Occupational pamphlets.

CLUSTER: Marine Science

CONTENT AREA: Art

TITLE: Specific lesson on the career of a scrimshaw artist.

OBJECTIVES:

1. The students will listen to and question a scrimshaw artist.
2. The students will simulate a scrimshaw design by using plaster and indelible ink.

ACTIVITIES:

1. Guest scrimshaw artist visits class to demonstrate craft. (Optional - students visit local craft show.)
2. Students ask questions about the career of a scrimshaw artist.
3. Using plaster and indelible ink the students will simulate a scrimshaw design that they saw in the guest's demonstration.

EVALUATION:

1. The students' designs will be evaluated according to the following criteria:
   a. neatness
   b. accuracy of design as demonstrated by speaker

RESOURCES:

1. Guest scrimshaw artist
2. plaster
3. indelible ink
4. dip pens

EIGHTH GRADE PROGRAM

CLUSTER: Marine Science

CONTENT AREA: Language Arts/Reading

TITLE: Specific lesson on Marine Science

OBJECTIVES:

1. After obtaining information from various sources, the students will be able to list on the board contributions of famous Marine scientists (Cousteau's).
2. The students will compose an original epitaph on a famous Marine scientist, using proper form discussed in class.

ACTIVITIES:

1. Classroom readings and discussion of the contributions of Marine scientists.
2. Discuss the form of an "epitaph". Select several from a book of poetry and read over examples.
3. Let students write an original creative epitaph about a Marine scientist, including some of his/her contributions.

EVALUATION:

1. Short quiz where students will recall contributions listed on the board from the discussion.
2. Collect epitaphs and grade them based on creativity and proper form.

RESOURCES:

1. Reading materials on Jacques and Phillipe Cousteau.
2. Poetry books.

EIGHTH GRADE PROGRAM

CLUSTER: Marine Science

CONTENT AREA: Math

TITLE: Specific lesson on fish retailer

OBJECTIVES:

1. The students will be able to weigh and measure fish in both standard and metrics.
2. The students will be able to fill out a sales slip for the purchase of fish with prices and weights.

ACTIVITIES:

1. Hand out two worksheets to each student to work on. Worksheet #1 consists of a tuna contest in Florida. 15 people each caught tuna weighing a certain amount of pounds and the student must convert this weight to grams. Worksheet #2 consists of a commercial fishing boat with 20 fish each weighing a certain amount of grams and the student must convert them to pounds.
2. Give each student a sample sales slip for Bob's Fish Market. Put up a transparency with the prices of each type of fish sold by the pound. Each student will make out a sales slip for the purchase of at least five different varieties of fish with at least 1½ to 4 pounds of each fish.

EVALUATION:

1. Give the students a quiz on converting the weight of fish from pounds to grams, and from grams to pounds.
2. Collect each student's sales slip and have other members of the class check them for accuracy as to price and correct weight.

RESOURCES:

1. Worksheet on converting fish from pounds to grams.
2. Worksheet on converting fish from grams to pounds.
3. Overhead projector
4. Transparency on prices of fish at Bob's Fish Market (20 varieties)
5. Sample sales slip from Bob's Fish Market
6. Pencils

EIGHTH GRADE PROGRAM

CLUSTER: Marine Science

CONTENT AREA: Music

TITLE: Specific lesson on the life of a sailor in the olden days.

OBJECTIVES:

1. Students will research different songs and stories that provide clues to the life of a sea person in the olden days.
2. Students will write a short report explaining the story or song. (Optional - They may make an oral presentation of the same.)

ACTIVITIES:

1. Provide students with books from the library on old songs and stories of sailors' life in the olden days.
2. Students will pick out one song or story that depicts an interesting facet of the sea person's life-fact or fiction.
3. Students prepare a short written or oral report summarizing and explaining the song or story.

EVALUATION:

1. Following the students research and preparation of their reports the teacher collects and grades reports as to standard writing form or grades students on their oral presentation on standard speaking form.

RESOURCES:

1. Song books (library)
2. Story books (library)
3. Paper and pencil

CLUSTER: Marine Science

CONTENT AREA: Physical Education/Health

TITLE: Specific lesson on artificial respiration

OBJECTIVES:

1. Following a presentation by a guest lifeguard, the students will be able to successfully perform the fundamentals of artificial respiration.

ACTIVITIES:

1. Guest speaker - lifeguard.
2. Students may ask questions pertaining to lifeguard's career.
3. Following presentation of life-saving techniques on the "Resusci-Annie" doll the students practice while the guest speaker observes. (Optional - Students may also use human subject.)
4. All students participate in activity following the proper procedures.

EVALUATION: Teacher observes participation during the guest speaker's presentation and grades the students on the proper techniques on the "Resusci-Annie" doll or human subject.

RESOURCES:

1. Guest speaker
2. "Resusci-Annie" doll
3. human subjects

EIGHTH GRADE PROGRAM

CLUSTER: Marine Science

CONTENT AREA: Science

TITLE: Specific Lesson on Marine Biologist

OBJECTIVES:

1. The student will be able to list the duties of a marine biologist.
2. The student will perform selected basic operations of a marine biologist.

ACTIVITIES:

1. Students are given marine water samples from different environments.
2. Students perform various water quality tests and a microscopic inspection of their water samples.
3. A discussion and comparison of the results will be held.

EVALUATION:

1. The teacher will evaluate the lesson through questions concerning vocabulary and proper laboratory procedure. Laboratory technique will be evaluated by the teacher. All of this will be based on the duties outlined previously.

RESOURCES:

1. Local marine biologist.
2. State department of marine environment.
3. Water test kits.
4. Film: Life in a Drop of Water (State Museum, Trenton, N.J.).

CLUSTER: Marine Science

CONTENT AREA: Social Studies

TITLE: Specific lesson on the career of a cartographer

OBJECTIVES: The students will construct a map properly plotting the major ocean currents of the world.

ACTIVITIES:

1. Review and discuss information on the career of a cartographer.
2. Have students construct a map plotting the major ocean currents simulating the job of a cartographer.

EVALUATION: Collect maps and grade for the accurate placement of the ocean currents and the neatness of the overall project.

RESOURCES:

1. encyclopedias
2. atlas
3. geography text
4. paper
5. colored pencils

MARINE SCIENCE RESOURCES

KITS

A331.7 Marine Sciences - Career Learning Center - filmstrip and cassette

B331.7 Introduction to Vocations: Marine Career Cycle

PERIODICALS

Field and Stream

(see also GENERAL periodicals)

SPEAKERS

Local Sailor
Marine Engineer - ship propulsion
Midshipperson
Oil-Spill Control Supervisor
Port Authority Representative

FIELD TRIPS

Campground
Fish and Wildlife Sanctuary
State Historical Occupations Display

CONSTRUCTION

architect
air conditioning installer
asbestos worker
building crafts worker
building contractor
building inspector
building laborer
building wrecking supervisor
bulldozer operator
carpenter
cement mason
chimney repair technician
civil engineer
contractor
crane operator
electrical engineer
electrician
engineer
fitter
floor covering installer
glazier
heavy equipment operator
hoister
ironworker
janitor
laborer
landscape contractor
lineperson
painter
paperhanger
pipe fitter
plasterer
plumber
porter
power shovel operator
refrigeration worker
riveter
sanitary engineer
safety engineer
steelworker
stonemason
structural iron worker
structural metal worker
supervisor
surveyor
technical engineer
telephone installer
welder

EIGHTH GRADE PROGRAM

CLUSTER:	Construction
CONTENT AREA:	Mathematics
TITLE:	General Introduction

OBJECTIVES:

1. Student will be able to cite a minimum of four careers from the construction cluster, using classified ads from a newspaper.
2. Students will be able to define some of the requirements in the above careers.
3. Students will be able to list math skills necessary for each of the construction careers cited.

ACTIVITIES:

1. Teacher will describe to the students the variety of occupations involved in the construction industry. (Ex. architect, carpenter, contractor, electrician, painter and engineer)
2. Individual newspapers are provided for all students to select and cut out from the classified section, at least four want-ads dealing with construction-related careers.
3. Students will then be divided into groups of six to compare and evaluate the careers each has chosen and duplicates will be eliminated.
4. Each group will discuss each career; specifically, the requirements each want-ad has specified, and other skills necessary to perform the job successfully. Especially note what math skills one would have to have previously mastered (ex. addition, subtraction, knowledge of area, etc.) in order to obtain the job given.

EVALUATION:

1. The teacher will ask each student to submit a list of the careers his/her group has selected from classified ads.
2. Each student in the group will select one career and list the qualifications as well as the math skills one must have previously acquired to perform this job successfully.

RESOURCES:

1. Newspapers - one per student to select want-ads.
2. Pencils and paper - to list requirements and math skills in group.
3. Colorful poster board and magic markers - to record information for bulletin board work.

CLUSTER: Construction

CONTENT AREA: Language Arts

TITLE: General introduction to construction careers

OBJECTIVES:

1. The student will be able to spell correctly the titles of ten construction occupations.
2. The student will be able to list at least one duty or skill as a short definition of each occupation.

ACTIVITIES:

1. Hand out list of construction occupations. Limit to about twenty different types of jobs.
2. Discuss in an open discussion the duties and responsibilities of each occupation. This would be a short description to identify the job.
3. Have the students learn the spelling of the words for a spelling test at the end of the week.
4. Give the spelling test and either have the students match for the descriptions or write a short description for the dictated words.

EVALUATION;

1. Grade spelling and descriptions for accuracy (special vocabulary grade)

RESOURCES:

1. list of construction careers
2. pencils, paper, etc.

EIGHTH GRADE PROGRAM

CLUSTER: Construction

CONTENT AREA: Art/Math

TITLE: Specific lesson on three dimensional drawing of a construction tool

OBJECTIVES:

1. The students will draw a three dimensional reproduction of any tool used in the construction field.

ACTIVITIES:

1. Students practice various techniques to draw something in three dimensions.
2. Classroom discussion where different construction tools are listed on the board.
3. The students pick a tool and reproduce the tool in a three dimensional state drawing. (This will probably be a two or three day project.)

EVALUATION:

1. Collect drawings and grade for neatness and accuracy.

RESOURCES:

1. Pencils
2. Paper
3. blackboard
4. rulers, etc.
5. example of three dimensional drawings

CLUSTER: Construction

CONTENT AREA: Mathematics

TITLE: Specific Lesson on Fencing Contractors

OBJECTIVES:

1. The students will be able to compute the cost of putting up a fence given the demensions of the lot and price per foot of the fencing.

ACTIVITIES:

1. Create a hypothetical situation where the students are playing the role of fence installers. Their task is to compute the perimeter of a given lot, give the dimensions, and to compute the total cost given price per foot. Ex. A lot is 53 feet by 125 feet. Find the cost of installing a fence around the boundaries of the property if the fence cost $3.25 per foot.

EVALUATION:

1. Students' work will be evaluated on the following:
   - A. Computation of the property's perimeter by using formula $P=2(L+W)$.
   - B. Computation of total cost of fencing by multiplying cost per foot by perimeter.

RESOURCES:

1. Worksheets for students with similar problems.
2. Chalkboard for easier visual explanation.
3. Visitation to local fencing company for better illustrations.

CLUSTER: Construction

CONTENT AREA: Music

TITLE: Specific lesson on musical saws

OBJECTIVES:

1. Students will be able to demonstrate how a saw can make music.

ACTIVITIES:

1. Students will observe a demonstration of music produced by a saw.
2. Students will experiment with making music on a saw.

EVALUATION:

1. Students will demonstrate their proficiency on a musical saw.

RESOURCES:

1. Musical saw and violin bow or mallet.
2. Guest demonstrator.

CLUSTER: Construction

CONTENT AREA: Physical Education/Health

TITLE: Specific lesson on the working conditions of a construction worker as it applies to his/her health

OBJECTIVES:

1. The students will be able to list at least three of the advantages and the disadvantages of a construction worker's environment as it applies to his/her health.

ACTIVITIES:

1. Discussion of the daily hazards a construction worker faces (weather, materials, equipment, etc.).
2. List also on the board any advantages.
3. List precautions a construction worker can take in coping with daily hazards.

EVALUATION:

1. Short quiz where the students must list three advantages and three disadvantages of a construction worker's environment as it applies to his/her health.

RESOURCES:

1. blackboard
2. pencils
3. paper

EIGHT GRADE PROGRAM

CLUSTER: Construction

CONTENT AREA: Science

TITLE: Specific lesson on Sanitary Engineer

OBJECTIVES:

1. Students should be able to explain why a public sewage system is needed in a community.
2. Students should be able to explain at least ten components of a sewage disposal plant.
3. Students should be able to list the duties of a sanitary engineer in the construction of a sewage disposal plant.

ACTIVITIES:

1. Student and teacher may brain-storm and compile a list (on the chalkboard) of why a public sewage system is needed in a community.
2. A guest speaker in the area of sanitary engineering will speak to the class with respect to the components of a sewage disposal plant and the duties of the sanitary engineer during the construction of a sewage disposal plant.
3. Each student will construct a model or draw an original design of a sewage disposal plant using all the components of the same.

EVALUATION:

1. Each student will, after class discussion and having listened to the guest speaker, write a short essay on the need for a public sewage disposal system. The essay will be collected and graded according to correct writing style and originality of thought.
2. Students will be quizzed on being able to list ten components of a sewage disposal plant and the duties of a sanitary engineer in the construction of the sewage disposal plant.

RESOURCES:

1. library - Media Center
2. guest speaker
3. oak tag, etc.
4. paper, pencil

EIGHTH GRADE PROGRAM

CLUSTER: Construction

CONTENT AREA: Social Studies

TITLE: Colonial Buildings

OBJECTIVES:

1. The student will be able to identify different architectural styles in colonial America.
2. The student will be able to construct a drawing or model demonstrating a particular architectural style.

ACTIVITES:

1. Research on colonial homes (salt box, log cabin, plantation house, etc.)
2. Draw picture(s) of colonial home(s)
3. Create model(s) of colonial home(s).

EVALUATION:

1. Each student lists next to a group of pictures the architectural style shown and the teacher collects and give grades.
2. Teacher collects drawings or models and grades according to accuracy of design. (Optional Evaluation) Student panel picks top three drawings or models based on accuracy of design.

RESOURCES:

1. text book
2. library
3. Multi-Media Career Center
4. local Historical Society

CONSTRUCTION RESOURCES

KITS

A331.7	Exploring Construction Occupations - filmstrip and cassette
B331.7	Building Trades - cassettes
C331.7	Introduction to Vocations - Building Occupational Awareness at the Middle School Level
D331.7	Making It - filmstrip and cassette
E331.7	Buildings - booklets

BOOKS

F331.7	Aim for a Job in Building Trades
G331.7	Aim for a Job in the Construction Industry
H331.7	Housing Careers
I331.7	The Architects
J331.7	The Shipbuilders
K331.7	The World of Construction
L331.7	Construction
M331.7	Jobs in Construction
N331.7	Building Trades
O331.7	Architecture
P331.7	Careers in the Building Trades
Q331.7	Aim for a job in Welding
R331.7	The BOCA Basic Building Code/1978

CONSTRUCTION RESOURCES (cont'd)

PERIODICALS

(see GENERAL periodicals)

SPEAKERS

Building Inspector
Chimney Worker - construction and maintenance
Construction Representative - inspector of naval shore installations
Contractor - carpentry, masonry, electricity, etc.
Marine Engineer - ship propulsion and electrical generation

FIELD TRIPS

Apartment Dwellings
Engineering and Surveying Company
Hardware Store
Plumbing Firm
Realty Company
State Historical Occupations Display

FINE ARTS AND HUMANITIES

actor
agent
anthropoligist
archeologist
architect
arranger
art appraiser
art director
art teacher
artist
backstage hand
beauty consultant
bindery worker
biographer
blocker
camera operator
cartoonist
choreographer
cinimatographer
ceramic artist
commercial artist
comic illustrator
comic writer
composer
collaborator
clergy
critic
curator
dancer
delivery worker
designer
director
editor
electrotypers
fashion designer
film cutter
film editor
finisher
free lance advertiser
geologist
graphic artist
hand compositor
historian
illustrator
interpreter
jewelry designer
lay-out designer
linguist
lighting expert
lyricist
linotype operator
make-up specialist
model
mold designer
music teacher
musician
news person
orchestra member
painter
photo engraver
photographer
plant supervisor
platemaker
playwright
poet
press assistant
producer
proofreader
property person
publisher
reporter
research assistant
restorer
scenery specialist
set designer
silk screen operator
sound technician
special effects technician
stage technician
technical writer
technician
translator
typesetter
urban planner
wardrobe person
writer

EIGHTH GRADE PROGRAM

CLUSTER: Fine Arts and Humanities

CONTENT AREA: Music

TITLE: General Introduction

OBJECTIVES:
1. The students will be able to list a minimum of six occupational possibilities within the cluster of Fine Arts and Humanities and explain their perspective duties.

ACTIVITIES:
1. Introduce students to careers in the music field by playing an album of their choice.
2. Prior to playing the album ask the students to listen and think of all possible careers that go into the making of an album.
3. After playing the album ask students for possible related careers. List all valid responses and have student explain the responsibilities of the specific job.

EVALUATION:
1. Evaluation will be based upon written lists by students containing six (6) occupational possibilities and duties within the music field.

RESOURCES:
1. An album of students' choices.

CLUSTER: Fine Arts and Humanities

CONTENT AREA: Art

TITLE: Specific lesson on animated cartoons.

OBJECTIVES:

1. The students will be introduced to the methods and techniques involved in animation utilizing the above techniques.
2. Students will create their own animated cartoon following guidelines set by the art teacher.

ACTIVITIES:

1. Students and teacher discuss the processes involved in creating an animated cartoon.
2. Students create their own cartoon (5-10 frames).
3. Tape frames to each other in a series.
4. Use an opaque projector to show cartoons (Cartoon Festival).

EVALUATION:

1. Teacher collects animated cartoons and judges for the proper methods and techniques. The ones that are acceptable may be entered in the "Cartoon Festival".

RESOURCES:

1. drawing paper
2. crayons, markers, pencils, etc.
3. opaque projector

CLUSTER:	Fine Arts and Humanities
CONTENT AREA:	Language Arts
TITLE:	Specific lesson on a Disc Jockey

OBJECTIVES:

1. The students will write a proper business letter to a radio station requesting information on the career of a disc jockey.
2. The students will give a short speech on the information they received from the radio station.

ACTIVITIES:

1. Check the proper form for a business letter in English textbooks.
2. Write a few sample business letters.
3. Write a formal business letter to a local radio station requesting specific information about the career of a disc jockey.

EVALUATION:

1. Collect business letters before they are sent out and check for proper form and inclusion of the required information.
2. After receiving replies the students will give a short speech telling the class about the disc jockey's occupation. Grade students on basic speech principles.

RESOURCES:

1. Textbooks
2. Letter paper and envelopes
3. pencils, pens, scrap paper, etc.

EIGHTH GRADE PROGRAM

CLUSTER: Fine Arts and Humanities

CONTENT AREA: Math

TITLE: Specific lesson on duties of a reporter

OBJECTIVES:

1. Students will be able to write an article for the paper about the discovery of a large dinosaur in Saudi Arabia.
2. The students will be able to prepare their expense account for the coverage of the news article.

ACTIVITIES:

1. The students will listen to and question a guest reporter on his/her duties and the correct procedure to use in writing a news article.
2. Each student will write their own news article about the discovery of a large dinosaur in Saudi Arabia. The news article must be at least 200 words. Students will read their articles to the entire class, and the class will decide which is the best one to be published in the classroom newspaper.
3. Each student will have to figure out their own expense account for the trip to Saudi Arabia to cover the news story. Their trip will last at least 2 weeks. They should include plane fare, hotel room, meals, transportation, etc. It must be an itemized expense account.

EVALUATION:

1. Following the presentation by the guest speaker, the students will submit their newspaper articles to the teacher to be checked for the correct procedure and writing style to be used in writing a newspaper article.
2. The teacher will collect each student's expense account and check it for accuracy as to proper mathematical procedure used.

RESOURCES:

1. Guest speaker - newspaper reporter
2. Sample form for expense account
3. Newspapers
4. Pencil and paper

EIGHTH GRADE PROGRAM

CLUSTER: Fine Arts and Humanities

CONTENT AREA: Physical Education

TITLE: Specific Lesson on Dancer/Choreographer

OBJECTIVES:

1. The students will be able to demonstrate warm-up exercises and practice exercises that a professional dancer would use.
2. The students will be able to reproduce six basic dance steps in an original dance number choreographed and performed in groups of six.

ACTIVITIES:

1. Demonstrate typical leg, arm, and trunk warm-up exercises and practice exercises a professional dancer uses in training.
2. Break up in groups and practice these exercises.
3. Invite a local dance studio teacher to demonstrate six basic dance steps. Have the students practice the steps and perform them in the next class.
4. In the next class start with the warm-up exercises and then have groups of two demonstrate the six steps learned the previous lesson.
5. Following this, divide class up into groups of six or any even number of students. Assign them the task of choreographing and performing their own original dance number utilizing the six basic dance steps.
6. Give class time for students to practice their routines. On a specified day have the groups present their original dance numbers.

EVALUATION:

1. The teacher will observe the warm-up and the practice exercises and grade students according to knowledge, performance and effort.
2. The dance routines will be graded according to originality, effort, organization, and inclusion of the six basic dance steps.

RESOURCES:

1. Record player, records.
2. Guest speakers (optional) - dance instructor/professional choreographer.

CLUSTER: Fine Arts and Humanities

CONTENT AREA: Science

TITLE: Piano tuning

OBJECTIVES:

1. The students should be able to list some of the duties (5) of a piano tuner.
2. Students should be able to demonstrate how string (piano) length, diameter, and tightness affect the sound of the string when struck or plucked.
3. Students should be able to explain, through a report, how the speed of vibration of each string affects the sound.

ACTIVITIES:

1. Have a piano tuner come and speak to the class about duties and function of a piano tuner.
2. Students could research stringed instruments in the library with reference to string length, diameter, tightness. Also look at actual instruments such as guitar, violin, piano and observe the three areas mentioned. Students could measure the length of some of the strings, etc. Finally, after research, observation, and discussions, students would be challenged to create an instrument with strings, such as a piano, guitar, etc. Instrument should demonstrate various sound quality via string length, diameter and tightness.
3. Students go to the media center and do research on vibration and sound. Teacher might also show a film on same.

EVALUATION:

1. Students should list five (5) of the duties and function of a piano tuner.
2. Have the student/students demonstrate the instrument they have created, indicating length, diameter and tightness of the strings.
3. Have students report to class on the research done on vibration and sound quality. Collect reports, create bulletin board around the idea, posting students' completed projects.

RESOURCES:

1. Library - Media center.
2. Piano tuner as a guest speaker.

EIGHTH GRADE PROGRAM

CLUSTER: Fine Arts and Humanities

CONTENT AREA: Social Studies

TITLE: Specific lesson on paintings of the revolutionary period.

OBJECTIVES:

1. Students will research a painter of the revolutionary period.
2. Students will present short reports on a revolutionary painter and/or his/her work.

ACTIVITIES:

1. Discuss with students how paintings can reflect the times.
2. Skim through Social Studies texts to find examples of paintings from revolutionary times.
3. Library research.
4. Visit Philadelphia Art Museum.
5. Students will present their reports to the class.

EVALUATION: Teacher evaluates students presentations for:

a. accurate information

RESOURCES:

1. Social Studies text
2. library
3. Art Museum (optional)

FINE ARTS AND HUMANITIES RESOURCES

KITS

A331.7	*Exploring Occupations in Science, Fine Arts and Humanities* - booklet, filmstrip and cassettes

BOOKS

B331.7	*Exploring Writing Careers*
C331.7	*Careers in the Theater*
D331.7	*Exploring Careers*
E331.7	*Exploring Visual Arts and Crafts Careers*
F331.7	*People and Choice - Set 7 - Creative Arts*
G331.7	*Arts Center*
H331.7	*Looking Forward to a Career in Art*

PERIODICALS

Americana
American Heritage
American History Illustrated
Arts and Activities
Arts and Crafts Workshop
Horn Book
School Arts
Smithsonian

(see also GENERAL periodicals)

SPEAKERS

Acting Personnel - from local college/university
Dance Instructor - modern and contemporary dance

FIELD TRIPS

Churches
Free Public Library
Historical Museums
Historical Sites and Monuments
Historical Society
Piano Dealership
State Historical Occupations Display
University or College Theatre

EIGHTH GRADE PROGRAM

CLUSTER: All

CONTENT AREA: All

TITLE: Career Day Seminar

OBJECTIVES:

1. The students will apply the decision making process to career selection through questions and discussion with local career representative in a career day seminar.
2. The students will complete a self-evaluation questionnaire to determine the correlation of the various careers to their personal goals.

ACTIVITIES:

1. Contact local representatives and make arrangements for visitation of at least one speaker from each of the fifteen career clusters, utilizing nontraditional roles where applicable.
2. Each representative will be responsible for a fifteen minute presentation on their occupation. Fifteen additional minutes should be alloted for student questions. A suggested format for the speaker would be:
    - A. Educational requirements
    - B. Training and skills
    - C. Duties
    - D. Salary and outlook
3. Prior to visiting representatives, each student will be required to research and write questions on five of the occupations.
4. Visitation of the representatives will take place on a rotating basis. Emphasize that the students should be attentive, courteous, and encourage them to ask questions and/or take notes.
5. Using the knowledge gained from previous career instruction, the presentations on the career day seminar, and their own personal abilities, interests, and values, have the student fill out a self-evaluation form.
6. A discussion focusing on the students' own findings should end the entire activity.

EVALUATION:

1. The students will be evaluated on their prepared questions.
2. The success of the self-evaluation forms will be evaluated through the involvement of the students in the follow-up discussion.

RESOURCES:

1. Local representatives.
2. Multi-media Career Center.
3. Self-evaluation forms.

Introduction to Special Education Programs

Our program will be a basic part of the special education curriculum for the following classifications at the intermediate level: neurologically impaired (N.I.), perceptually impaired (P.I.), and the educable mentally retarded (E.M.R.). The students will explore and investigate the fifteen (15) U.S. Office of Education career clusters.

The basic aim of this program is to provide the proper guidance as well as academic, social, and occupational skills geared towards each individual's capabilities.

In the fifteen (15) clusters, the following techniques would be utilized to enhance the overall curriculums.

1. Group discussions
2. Hands-on activities
3. Role playing
4. Speakers
5. Field trips
6. Films and filmstrips
7. A.V.A. materials and periodicals

The activities will allow all students to become involved, and individual differences according to classifications will be taken into account to allow for full participation. The following pages contain objectives, and specific lessons to help the classroom teacher to implement occupational awareness. These activities can be readily used but should be supplemental to the teacher's own creative talents. Hopefully, these experiences will encourage students to become aware of the variety of careers available to them.

Special Education Career Objectives

1. Students will be introduced to the cluster concept of careers and the various occupational possibilities within the following clusters:

    - Transportation
    - Manufacturing
    - Consumer & Homemaking
    - Public Service
    - Hospitality & Recreation
    - Environmental
    - Personal Services
    - Marketing & Distribution
    - Health
    - Business & Office
    - Agri-Business
    - Communication
    - Marine Science
    - Construction
    - Fine Arts & Humanities

2. Students will be exposed to the correlation between subject areas and career opportunities.

3. Students will experience various guest speakers in career occupations.

4. During the course of the year, students will have the opportunity to observe occupations within real work situations.

5. Students will be able to realize that there is an important decision-making process in career selection and that this includes different things for different people.

6. Students will observe a career fair in the middle school.

7. Students will be introduced to sex role stereotyping and sex discrimination in careers as well as other forms of job-related stereotyping and discrimination.

8. Students will understand the world of work and their responsibilities in it.

9. Students will understand themselves in terms of their limitations and capabilities.

INTRODUCTION TO CLUSTER LESSONS

The following groups of lessons are intended to serve as examples of possible lessons and as a resource for teacher use. Each cluster contains: a list of occupations in the cluster, a general introductory lesson, more specific job centered lessons, and a list of resources for the clusters. The specific lessons are given in all content areas. It is emphasized that these are basic lessons and may be supplemented by the teacher and should not be limited to the content area of emphasis.

In each lesson efforts should be made by the individual teacher to address the problems of race and sex bias, and stereotyping. This may be accomplished with the following techniques:

1. Evaluation and supplementation of all materials and resources to insure race and sex fairness.
2. Discussion of the past and current status of women and minorities in all career clusters.
3. Use of non-tradition role models as guest speakers and resource persons whenever possible.

CLUSTER: All

CONTENT AREA: Special Education

TITLE: General Introduction

OBJECTIVES:
1. Students will be able to match pictures, symbols, and the printed word relating to each of the fifteen (15) career clusters.
2. Students will be able to locate examples of occupations in the various clusters through use of magazine illustrations.

ACTIVITIES:
1. Introduce the clusters and their U.S. Office of Education symbols.
2. Match symbol with printed word for each specific cluster.
3. Match symbol and printed word with study prints illustrating each cluster.
4. Using magazines, locate and cut out pictures representing occupations within the clusters. Use these pictures to create a collage on each of the fifteen (15) clusters.

EVALUATION:
1. Check accuracy in matching printed words to symbols to pictures.
2. Check to see if the pictures in the collages accurately represent each cluster.

RESOURCES:
1. U.S. Department of Education career cluster symbols reproduced by teacher.
2. Career Study prints located in library.
   a. Early Career Study Prints by Lerner
   b. Bulletin Board Posters by Mary Davis & Joann Robinson
   c. Exploring Career Posters by Instructor
3. Teacher-made word cards for each cluster.
4. Magazines.

SPECIAL EDUCATION PROGRAM

CLUSTER: Transportation

CONTENT AREA: Language Arts

TITLE: Specific lesson on Public Transportation

OBJECTIVES:

1. The students will be able to read a bus schedule and will state the approximate time of pick up at a specific station.

ACTIVITIES:

1. Discuss various types of transportation.
2. Assist students in listing the various types of public transportation available in our community.
3. Distribute copies of a bus schedule to each student. Explain how to read these schedules.
4. After a period of practice, students will select certain destinations and read the time table for departure and arrival.
5. Review various types of public transportation and discuss the importance of punctuality.

FOLLOW UP ACTIVITY: Using the time table have students compute the amount of time it takes to get from one station to another.

EVALUATION:

1. Place each student at a different location along the route. The student must:
    a. state the time the bus will pick him/her up.
    b. indicate the time of arrival at his/her destination point.

RESOURCES:

1. Bus schedules

CLUSTER: Manufacturing

CONTENT AREA: Art

TITLE: Specific lesson on Assembly Line Processes

OBJECTIVES:

1. Students will be able to simulate an assembly line to construct coil clay pots.

ACTIVITIES:

1. Introduce concept of an assembly line used in manufacturing.
2. Discuss specific jobs involved in the construction of coil clay pots. List the following procedures on the board:
   a. Shape pieces of clay into 3" balls
   b. Use a rolling pin to roll one ball to a thickness of about one half inch. Cut a circular base for the bowl.(This can be done with the use of a cardboard pattern.) Tongue depressors can be used for cutting.
   c. Take another ball of clay and with both hands roll it into a coil. The coil should be about one half inch in diameter.
   d. With a comb roughen the upper edge of the base.
   e. Apply slip with a brush (a combination of water and clay mixed to the consistency of thick cream) and lay coil in place making a diagonal joining.
   f. Continue with above step, roughing the surface, applying slip and coil, and then smoothing with fingers.
   g. Build up walls to height of 4 inches.
3. Assign one of the above jobs to each student. Construct coil clay pots following the above assembly line procedure.
4. When clay pots have dried, students may select a pot to be painted with enamel paint.
5. The teacher should observe and assist throughout the entire lesson to ensure that students are following the correct procedures.

EVALUATION: Students and teacher will examine and evaluate the finished products to determine if all of the steps were followed correctly.

RESOURCES:

1. clay
2. rolling pins
3. oil cloth
4. shallow pans
5. tongue depressors
6. comb

CLUSTER: Public Service

CONTENT AREA: Language Arts

TITLE: Specific lesson on filling out a Social Security application

OBJECTIVES:

1. The students will be able to accurately prepare an application for their Social Security cards.

ACTIVITIES:

1. Distribute copies of a pay check stub to each student. Discuss deduction.
2. Explain the Social Security fund and the benefits offered by Social Security:
   a. monthly retirement payments
   b. survivors' benefits
   c. disability payments
   d. medicare
3. Distribute copies of a sample Social Security application form. Have students fill out the form using proper penmanship and spelling.

FOLLOW UP ACTIVITY: Conduct a field trip to a Social Security office. Ask officials to explain the importance of caring for a card and the procedures to follow if a card is lost or stolen.

EVALUATION:

1. The teacher will check each individual application form for accuracy.

RESOURCES:

1. Forms in Your Future by M. Goltry, Globe Book Co.

CLUSTER: Hospitality & Recreation

CONTENT AREA: Language Arts/Math/Physical Education

TITLE: Specific lesson on free time recreation

OBJECTIVE: The students will list at least five leisure time activities that they themselves may take part in as a form of relaxation.

ACTIVITIES:

1. Introduce vocabulary- leisure time, relaxation, concentration and any words from the story that may be unfamiliar to the students.
2. Have students read the story and discuss the questions at the end of the story. Assist students in becoming aware of the importance of leisure time activities.
3. Follow up the discussion by having students write a brief summary of the story without looking at the page.
4. Have each student list at least five leisure time activities that they may take part in as a form of relaxation.
5. Review the importance of leisure activities as a form of rest from work.

FOLLOW UP ACTIVITY: Making Decisions: Awareness Level 5
Issue 2 - Family Leisure Time

RESOURCES: Kit - Making Decisions - A McKnight Elementary Career Program - Awareness Level 5 Issue 7 -Free Shots for Fractions

SPECIAL EDUCATION PROGRAM

CLUSTER: Personal Service

CONTENT AREA: Social Studies

TITLE: Meeting Human Needs

OBJECTIVES:

1. Students will be able to give examples in writing of how the community provides for the needs of individuals.

ACTIVITIES:

1. Introduce concept of basic needs as those things necessary in order to live and list these on the board (food, clothing, health care, etc.).
2. Discuss the community and how it meets these basic needs.
3. Distribute copies of Meeting Human Needs from Kit listed below. Have students identify any of the basic human needs that were omitted from their list on the blackboard.
4. Have students read the introductory activity and check the three needs they consider most important.
5. Using complete sentences, students will explain the ways in which the community offers services to meet these basic needs.

EVALUATION:

1. Teacher collects written assignments and meets with the individual students to discuss the sentence structure and content of their written work.

RESOURCES: Kit - Making Decisions - A McKnight Elementary Career Program - Awareness Level 5 Issue 4 Meeting Human Needs

SPECIAL EDUCATION PROGRAM

CLUSTER: Marketing and Distribution

CONTENT AREA: Math

TITLE: Specific lesson on filling out a saleslip

OBJECTIVES:

1. Given a list of items and prices, the students will be able to correctly fill out a sales slip.

ACTIVITIES:

1. Distribute a copy of an actual sales slip with the following information listed:
   a. personal information (name, address)
   b. quantities
   c. articles
   d. price
   e. amount
2. Read and discuss all information listed. Have students find the sub-total.
3. Given the appropriate sale tax have students find the total amount.
4. Give students a blank sales slip to be filled out; printing the following information on the blackboard: On September 10, Ed Smith of 124 East Street bought 2 pairs of pants at $7.95 each, 1 bathrobe at $5.65 and 2 pairs of socks at $1.25 each.

CONCLUSION: After each child has filled out the sales slip, the teacher should give them the appropriate sales tax. Students should then find the total amount.

EVALUATION: Have each child display their work on the blackboard. The teacher will check each for accuracy.

FOLLOW UP: Introduce the concept of sales tax and distribute charts used for determining the appropriate sales tax applied to any purchases.

RESOURCES:

1. sales slip
2. tax table for teacher
3. pencils
4. chalkboard

SPECIAL EDUCATION PROGRAM

CLUSTER: Communication

CONTENT AREA: Special Education

TITLE: Use of the Telephone

OBJECTIVES:

1. The students will be able to use the telephone correctly.
2. The students will be able to develop the best possible telephone voice.
3. The students will be able to use correct telephone etiquette.
4. The students will be able to take and distribute telephone messages.

ACTIVITIES:

1. Discuss general telephone courtesy greeting.
   - a. "Hello."
   - b. "Thompson Brothers, Incorporated. May I help you?"
   - c. "Good morning, this is Susan Smith speaking."
2. Discuss how to record a message.
   - a. Get correct spelling of the name of the person calling.
   - b. Name of the company he/she represents.
   - c. Name of person with whom the caller wishes to speak.
   - d. Phone number to dial when returning the call, including the area code.
   - e. Brief statement of the nature of the call.
   - f. Date and time the call was received.
   - g. Signature of person who takes the message.
   - h. Read back to the caller the information he/she has given to you.
   - i. Conclude call: "Thank you for calling, Goodbye."
3. Explain the uses of the telephone.
   - a. Social
   - b. To obtain help.
     - (1) Police
     - (2) Fire Department
     - (3) First Aid, etc.
   - c. Order a service.
     - (1) Plumber
     - (2) Fuel
     - (3) Exterminator, etc.
   - d. Order a commodity.
     - (1) Food
     - (2) Clothing
     - (3) Business or industrial order

3. Explain the uses of the telephone (cont.)
    e. Seek information
    f. Obtain prices
    g. Make a reservation (plane, train, restaurant, hotel room, theatre, etc.)
    h. Make an appointment (job interview, with a friend, for a service)
4. Simulate situations selected from the above uses. These could be tape recorded.
5. Discuss how students handled the situations.

EVALUATION: 1. Observe student's use of the telephone in their role playing. Check their telephone voice, etiquette and ability to take and distribute messages.

RESOURCES: 1. Telephone borrowed from Bell Telephone.

The Oak Knoll Middle School Career Resource Center is used to implement a teacher's creative talents in the area of career exploration.

The following booklet contains materials from this center arranged according to the fifteen (15) U.S. Office of Education career clusters. Materials under each cluster have been subdivided into kits and books. The Career Resource Center shelves are arranged in a similar fashion for teacher convenience. Also a list of books pretaining to careers from the regular library shelves has been added.

It must be noted that the diversity of our modern society causes daily changes within all careers. As a result the Occupational Outlook Handbook should be consulted to obtain specific and up to date information in the areas of job duties, educational requirements, employment trends, and salaries.

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ALL CLUSTERS

KITS

A 331.7 ALL	On the Job. Educational Design, Inc., c. 1975, The world of work series - ER1-300-01 to 300-14, ER1-300-A21 to 300-A26 14 lesson cassettes, 6 discussion cassettes, 24 student record booklets, 1 instruction guide. Covers the handling of initial problems of a new job.
B 331.7 ALL	The Smile of Success, 5th ed. by Kelly G. Vester. Business Builders, Rocky Mountain, N.C., c. 1973, 10 paperback texts, 12 cassettes designed to promote personal development and career success and a guide.
C 331.7 ALL	Micro-community, Classroom Dynamics Pub. Co., San Jose, CA, c. 1973, A classroom project to bring an understanding of our American political procedures, economic structures and social mores. 5 posters, 1 Tch. manual, 1 pkg. of duplicating forms, Packs of game money in 1, 5, 10, 20, 50 and 100 dollar denominations plus 25 and 50 cent tickets.
D 331.7 ALL	Foundations for Occupational Planning. SVE, c. 1967, 5 filmstrips.
E 331.7 ALL	Girls and Boys - Rights and Roles. Guidance Associates, c. 1976, 1978-35.00. 2 fs, 1 cass., 1 gd. Relationships and Values: Girls and Boys - Rights and Roles, Part 1 and 2
TCH F 331.7 ALL	New Jersey Introduction to Vocations: A Sixth Grade Interdisciplinary Approach Prepared by Brigantine Schools. Dept. of Education - Division of Vocational Educ. publication #0064. Copies 1, 2, 3, 4, 5, 6 A formal introduction to careers through the four basic disciplines. Suggested lessons, materials and bibliographies are included.
TCH G 331.7 ALL	Comprehensive Middle School Program: Language Arts activities prepared by Washington Township. Each of the 15 clusters is covered by three different occupations. Each occupation has 2 or 3 activities listed and a list of skill areas needed for the job. Copies 1, 2, 3 N. J. Department of Education - Division of Vocational Education Publication #0061

H 331.7 ALL	Career Education: Why Am I Studying This? Teaching Resource Films, c. 1974, 4 fs., 4 cass., 1 gd.
I 331.7 ALL	Where Will I Fit In? Teaching Resource Films, c. 1974, 1978-76.00, 4 fs., 4 cass., 1 gd.
J 331.7 ALL	Making Decisions, McKnight, c. 1973, 1 Tch. gd. 16 student packets This kit will make children aware of career development.
K 331.7 ALL	Interview Strategies. Argus Communications, c. 1976, 2 interview strategy books, 18 spirit masters This kit will help students in interview techniques.
L 331.7 ALL	Job Interview Kit. Janus, c. 1976, 1 tchr. gd., 1 job ticket booklet, 1 interview rating ditto, 1 application for employment ditto, 30 interview cards. This kit will help the students in the interview process.
M 331.7 ALL	Getting a Job - The World of Work 2. Educational Design Inc., c. 1973, 18 stud. record books, 9 job interview skill cass., 3 discussion cass., 1 instr. gd. This is a course which presents the real-life problems recent high school graduates and other young adults encounter when looking for work.
N 331.7 ALL	Turning Points. McKnight, c. 1974, 1 tch. gd., 16 activity sheets (in wb. form) This kit will help students explore the relationship of self-image, educational environments and the world of work.
O 331.7 ALL c.1,c.2	Careers. Parker Bros., c. 1971, 1 rule book, 1 pkg. of money, 1 pkt. experience cards, 1 pkt. opportunity cards, 1 pkt. score sheets, game pieces, dice, game board. This game will help to uncover exciting games.
2A 331.7 ALL	Discovering You. Careers in Focus Series. McGraw-Hill Inc. 10 stud. manuals, 10 stud. worksheet booklets, 1 tch. manual, 1 fs., 4 cass.

BOOKS

P 331.7 ALL Parts 1 & 2	Forms in Your Future by M. Goltry. Globe Book Co., c. 1975, 1 tch. gd., 34 workbooks Useful in teaching about all necessary forms

Q 331.7 ALL Vol. I & II	The Encyclopedia of Careers and Vocational Guidance by William E. Hopke, Doubleday and Co., Inc., c. 1967, Career Encyclopedia (Ref).
R 331.7 ALL Vol. I & II	Encyclopedia of Careers and Vocational Guidance by William E. Hopke. Doubleday and Co., Inc., c. 1978, Career Encyclopedia
S 331.7 ALL	If You Don't Know Where You're Going You'll Probably End Up Some Where Else by David Campbell. Argus Communications, c. 1974, 7 paperbacks, 2 tch. gd., 24 dittoes. This book will help the student understand, appreciate and utilize the positive aspects he/she has going for him/her.
T 331.7 ALL	Finding A Job You Feel Good About by Clifford Garrison, Argus Communications, Inc., c. 1977, 6 paperbacks, 1 self evaluation packet, 9 ditto masters. This book is designed to help you locate a rewarding career.
U 331.7 ALL C.1-C.10	Using the Want Ads by Wing Jew and Carol Tandy, Janus Book Publishers, c. 1977, 11 tch. gd., 10 books. These books will help students use want ads as a tool to gain employment.
V 331.7 ALL	Careers: Exploration and Decision by Jack Rettig, Prentice Hall, c. 1974, 1 book, 1 tch. gd. This book will deepen insights on how to choose a career.
W 331.7 ALL	Janus Job Interview Guide by Arnold Livingstone, Janus Book Publishers, c. 1977, 1 book. This book provides useful tips in the interview process.
X 331.7 ALL	Career Awareness Activity Book by Karen Vanderwarker, T.S. Denison and Company, Inc., c. 1975, 1 book (dittoes). This book will help students make wise precisions in career choices.
2B 331.7 ALL	Cue for Careers by Judith Unger Scott. Macrae Smith Co., c. 1954, 1 book. Helps students to prepare for jobs in industry, the professions, service groups, and self-employment.

GENERAL CLUSTERS

KITS

A 331.7 GEN	Careers Unlimited. Classroom World Productions, c. 1974, 36 cassettes designed to provide practical guidance in making career decisions.
B 331.7 GEN	Career Cluster file. Careers, Inc. Largo, Fla. A card file of careers by cluster. Removable subscription to update information. Cross reference to careers. For each cluster there is an index of careers included. Each category lists the activities involved, working condition, personal qualifications, education, pay and hours, related careers and where to get further information.
C 331.7 GEN	Desk Top Career Kit, Careers, Inc. Largo, Fla. A card file of careers arranged by D.O.T. numbers. Removal subscription keeps material up to date. Before the numbered item there are sections applying to many careers e.g. College Choice x Cost, Apprenticeship, Employment. Each card in the career section carries a D.O.T. number or range of numbers. They are filed by specific number when there is a divider for that number, otherwise the item is filed just behind the red printed card indicating a range of numbers. The items in each section are then arranged alphabetically.
D 331.7 GEN	Exploratory Careers Kit, Careers, Inc. Largo, Fla. A card file of careers arranged alphabetically cross reference follows Z. Each card carries cluster symbol and D.O.T. number.
E 331.7 GEN	Consumer Economics Career Kit. Careers, Inc. Largo, Fla. A card file of careers. Each item is filed behind the area of specialization. Each specialization area is subdivided. Specializations - Consumer products, Clothing, Food and Nutrition, Health and Development, Housing and Furnishings, Information and Education, Career Aids and Education. Each item has a D.O.T. number and cluster symbol. Main file is followed by 18 college guides and training aids.
F 331.7 GEN	Semi-skilled Careers Kit. Careers, Inc. Largo, Fla. Card file of semi-skilled careers arranged alphabetically. Each item carries a D.O.T. number and cluster symbol.
G 331.7 GEN	Employment Outlook...U.S. Department of Labor, Bureau of Labor Statistics. Washington, D.C., c. 1976, 155 pamphlets each on a different industry telling about opportunities, training required, outlook, earnings and working conditions and sources of information. Filed alphabetically by occupation.

H 331.7 GEN	Work Widening Occupational Roles Kit. S.R.A. Inc., Chicago, c. 1973, An Alphabetical file of work briefs with alternate form listing eg. Aerospace Engineers is filed under Aerospace and under Engineers, Aerospece. A guide to use of the file, a personal survey booklet, My Own Thing and an index are included. Each brief has a number on the cover that helps put it in alphabetical order.
I 372.83 NOW GEN	Now You Know About People at Work. Ency. Britannica Educ. Co., 81100, c. 1974, 5 bks., 5 cass., tch. guide/narration This item is on permanent loan to Mrs. Greway because it is too juvenile for most of our 6, 7, and 8 grades.
J 331.7 GEN	Careers! A Supplemental Reading Program, Level A Harcourt, Brace, Jovanovich, c. 1975, 64 story folder covering 32 careers, 64 activity cards correlated to story folders, 30 student management folders, 1 sound filmstrip (fs. & cass.), 1 poster, 1 tch. guide.
K 331.7 GEN	Job Opportunities Now - Group I. SVE c. 1970 2 fs., 2 cass., 2 gds. Includes: 612-1 Requirements in the World of Jobs, 612-2 Achieving Success in the World of Jobs.
L 331.7 GEN	The Job Box. Pacemacker Vocational Resource Module. Lear Seigler, Inc./Fearon Publishers, c. 1974, Contains 70 Booklets and 1 tchr.'s gd.
M 331.7 GEN C.1 & C.2	Career Exploration Kit. Career Aids Inc., c. 1977, 2 introductory cards, 13 guide cards, 153 student activity cards. This kit is designed to stimulate secondary school students to explore careers through involvement.
N 331.7 GEN	Subject: Science Object: Career Opportunities. Houghton Mifflin, c. 1975, 126 career cards, 1 contents page, 1 classification card, 5 dividers, 1 user's guide. This kit will help students to select careers in science.
O 331.7 GEN	Subject: Mathematics Object: Career Opportunities. Houghton Mifflin, c. 1975, 1 contents card, 1 classification card, 126 career cards, 5 dividers, 1 user's guide. This kit will help students to select careers in Mathematics.
P 331.7 GEN	Subject: English Object: Career Opportunities. Houghton Mifflin, c. 1975, 1 contents card, 1 classification card, 5 dividers, 1 user's guide, 102 career cards. This kit will help students to select careers in English.

Q 331.7 GEN	Subject: Social Studies Object: Career Opportunities. Houghton Mifflin, c. 1975, 1 contents card, 1 classification card, 5 dividers, 1 user's guide, 100 career cards. This kit will help students select careers in Social Studies.
R 331.7 GEN	World of Work: Vocational Opportunities. Eye Gate House, c. 1970, 1 tchr's manual, 8 fs., 4 cass.
S 331.7 GEN	Keys Career Exploration. Science Research Associates, c. 1972, 1 guide, 1 career guidance inventory, 10 filmstrips, 5 cassettes.
T 331.7 Gen C.1 & C.2	Life Career. Bobbs-Merrill Co., c. 1968, 6 job catalogs, 6 player's rules, 2 scoring booklets, 1 instructor's manual, 10 profile cards, 6 player's folders, 1 pkt. of school applications, 1 pkt. of employment applications, 5 classified ads, 1 pkt. schedule forms, 1 pkt. unplanned event cards, 1 pkt. record sheets. This kit will ehlp students make career decisions.
U 331.7 GEN	Awareness. Noble and Noble, c. 1975, 1 tch. gd., 15 role playing cards, 35 pupil management envelopes, 1 game board, 50 activity cards. This kit will make students aware of various careers.
V 331.7 GEN	Career Insights and Self Awareness Games. Houghton Mifflin, c. 1973, 1 game leader's manual, 6 game packets, 1 felt pad, 7 interest dittoes. This kit will develop an awareness of career interests.
W 331.7 GEN	Early Career Study Prints. Lerner, c. 1974, 12 study print packets, 12 handbooks. This kit will help students prepare for future careers.
X 331.7 GEN	Planning Your Career by Harry Edward Neal. T.S. Denison, Minneapolis, c. 1976, 7 cassettes
Y 331.7 GEN	Livelyhoods Careers for Your Lifestyle. Houghton Mifflin, c. 1974, 16 cassettes, 16 fs., 1 guide. An introductory sound filmstrip explains the series. The remaining 15 each depicts one of the U.S. Office of Education's 15 clusters of job organization.
Z 331.7 GEN	Game Sim, California Learning Simulations 1 tch. guide, 985 activity cards. This kit will make the student deeply aware of the connection between competence in academic skills and the ability to find and hold a good job.

2A 331. GEN	Career Awareness Program, King Features, c. 1974, 1 Bingo game, 1 chart, 1 poster, 2 tch. gd. This kit will help students become aware of the wide variety of careers available to them.
2B 331.7 GEN	Bulletin Board Posters by Mary Davis and Joann Robinson. T.S. Denison and Co., Inc., c. 1975, 18 posters. This kit is designed to stimulate students' minds on future careers.
2C 331.7 GEN	Exploring Careers Posters. Illustrated Publications, Inc., c. 1976, 8 Posters. This kit will make students aware of various occupations.

BOOKS

2D 331.7 GEN	Occupational Literature, An Annotated Bibliography. Gerturde Forrester, The H.W. Wilson Company, c. 1971. An annotated bibliography of occupational literature.
2E 331.7 GEN	Occupational Outlook Handbook, 1976-77 Edition. U.S. Department of Labor, U.S. Government Printing Office, 1976. Useful information on many jobs and availability of jobs in the years ahead.
2F 331.7 GEN	Occupational Outlook Handbook, 1978-79 Edition. U.S. Department of Labor. U.S. Government Printing Office. This handbook describes what workers do on the job, training or education needed and most importantly the availability of jobs in the years ahead.
2G 331.7 GEN	Your Career If You're Not Going to College. Sarah Splaver, Julia Messner Publisher, 1963. Handbook for high school graduates on career planning.
2H 331.7 GEN	People and Choices - Set 4 - Science, Technology by Alvin Harrison, Jr., Harbrace, c. 1971, 1 tch. gd., 7 career folios. This series will make students aware of opportunities in the fields of science and technology.
2I 331.7 GEN	People and Choices - Set 6 - Communication, Transportation by Arthur Sears, Jr., Harbrace, c. 1971, 1 tch. gd., 6 career folios. This series is designed to give students career choices in communications and transportation.
2J 331.7 GEN	Bulletin Boards About Careers. Mary Kinaver Davis and JoAnn Robinson, T.S. Denison & Company, Inc., c. 1975. This book offers many designs for a variety of careers.
2K 331.7 GEN	Solving Your Career Mystery. Muriel S. Karlin. Richards Rosen Press, Inc., c. 1975. This useful book shows how you can use your abilities, talents, and interests to choose the right career for you.

2L 331.7 GEN	Someday I'm Going to Be Somebody. John Dunham. Childrens Press, c. 1970, 1 book. Story of a young black man who makes it as a computer operator.
2M 831.7 GEN Books 1-8	Women in American Life Series by Mary Davis. T.S. Denison and Co., Inc., c. 1976, 8 books. This series describes women in various occupations.

VOCATIONAL BIOGRAPHY

Vocational Biographies. Sauk Centre, Minne. c. 1974,1975, 1976,1978 (2R -) (Subscription)
A series of spiral booklets, issued 7/year, containing 25 four page work and training stories of individual workers. Included is the type of personality best suited to the job, the training needed and where to get additional information. September of each series has alphabetical list of entries of previous year. All issues except volume I in each series has an alphabetical list of items published in prior issues of that series.

2R 331.7 GEN	Vocational Biographies. Series E: Volumes 1 to 7
2S 331.7 GEN	Vocational Biographies. Series F: Volumes 1 to 7
2T 331.7 GEN	Vocational Biographies. Series G: Volumes 1 to 7
2U 331.7 GEN	Vocational Biographies. Series H: Volumes 1 to 7
2V 331.7 GEN	Vocational Biographies. Series I: Volumes 1 to 7

TEACHER REFERENCE MATERIALS

TCH 3B 331.7 GEN	Introduction to Vocations: A Teacher's Guide rev-1973 A general introduction to vocations, includes identifying attitudes and interests. It lists representative occupations for each cluster with aptitudes needed, an outline for each days lesson, activities and suggests AV material. N.J. Dept. of Educ. Division of Vocational Education.
TCH 3C 331.7 GEN	Discovering and Investigating Careers at the Middle School Level developed by Haddonfield. Each grade level has an introductory area, covers a selected few clusters with sample lesson plans and units, activities, material suggestions and bibliography. N.J. Dept. of Educ. Division of Vocational Education. Pub. #0069
TCH 3D 331.7 GEN	Introduction to Vocations Comprehensive Middle School Program developed by Hillview School, New Providence. After an introductory unit each of the 15 clusters is covered by a list of occupations, related discipline activities, list of materials, AV and printed material bibliographies, suggested trips and speakers and culminating activities. Dept. of Educ. Division of Vocational Education. Pub. #0038
TCH 3E 331.7 GEN	Introduction to Vocations: Comprehensive Middle School Program; Mathematics Activities prepared by Hillview School, New Providence. Each career cluster is represented by 2 or 3 occupations which are followed by mathematic activities related to the occupation.
TCH 3F 331.7 GEN	Operation Quest: Increasing the career awareness of elementary school children prepared for Lawrence Twsp. Sixth grade level - How to plan tours - objectives, procedures, preparation and evaluation. These trips are designed for Lawrence Twsp. but are readily adapted to your area.
TCH 3G 331.7 GEN	Career Exploration program: a cluster approach prepared for Toms River. Designed for 7 and 8 grades. In each of the seven occupational clusters included are learning activities, field trips, resources, vocabulary, job descriptions, and pre and post-testing N.J. Dept. of Educ. Division of Vocational Education. Pub. #0057

TCH 3H 331.7 GEN	Reading Career Oriented developed by E.B. Slobodzian, Glassboro State. Part A - directed reading activities concerning occupations from 4 book companies. Part B - directed reading activities for specific stories from specific book. These could be a good guide for developing your own lesson for any story concerning jobs. copies 1,2,3. N.J. Dept. of Educ. Division of Vocational Education. Pub. #0021
TCH 3I 331.7 GEN	Learning Stations: a dynamic approach to career education prepared by Ocean City Intermediate. A collection of more than 40 learning center activities based on improving the students awareness of jobs and their skill requirements. N.J. Dept. of Educ. Division of Vocational Education. Pub. #0009
TCH 3J 331.7 GEN	Job guides from N.J. Dept. of Labor and Industry. Division of Planning and Research. Leaflets of 4 to 6 pages about specific occupations giving job description, working conditions, requirements, training, wages, sources of financial help, outlook and sources of information.
TCH 3K 331.7 GEN	The Library of Career Counseling Films. The Phila. Electric Co., c. 1977, 1 tch. gd. This gd. provides a summary of films available on WHYY-TV relative to Career Education.

SERIES

Big Blue Marble. Carder learning center created by Alphaventure. Xerox education publications, c.1975-76, 15 kits on Career clusters. Each kit cataloged by cluster, and contains 1 fs. with cassette, (flip side is an interview), a poster, 2 activity packs and teacher's gd. Call number appears before each title now in stock.....

B 331.7 PerS	Personal Services	A 331.7 MSci	Marine Science
A 331.7 Hlth	Health	G 331.7 Agr	Agri-Business & Natural Resources

Career Exploration Series. Acoustifone Corporation, c. 1972. 20 kits each containing a job cluster with 6 fs. (one overview & 5 specific job classifications), 3 cassettes, 2 counselor keys and 50 student rating charts. Call number appear before each title now in stock.....

B 331.7 Bus	Clerical Occupations	B 331.7 Con	Building Trades
A 331.7 NRE	Occupations in Ecology	C 331.7 PerS	Personal Services
D 331.7 PerS	Food Services	B 331.7 PubS	Public Utilities
D 331.7 PubS	Repair and Maintenance	B 331.7 Mfg	Metalworking

Careers in focus. McGraw-Hill.
The series contains 14 kits. Each kit contains 10 student manuals, 10 student worksheet booklets, 1 teacher's manual, 1 filmstrip with cassette, 3 cassettes - interviews. Titles are listed in the order they appear in the front of each occupation manual. They are cataloged by clusters. Call number appears before each title now in stock.....

Exploring Occupations in Engineering and Manufacturing

A 331.7 Agr	Exploring Occupations in Agribusiness and natural resources
A 331.7 Mktg	Exploring marketing occupations
K 331.7 Hlth	Exploring health occupations
A 331.7 Tran	Exploring transportation occupations
A 331.7 FaH	Exploring occupations in science, fine arts and humanities

A 331.7 Comm	Exploring occupations in communication and graphic arts
	Exploring occupations in electricity and electronics
A 331.7 Bus	Exploring business and office occupations
A 331.7 PubS	Exploring occupations in public and social services
A 331.7 PerS	Exploring occupations in personal services, hospitality and recreation
A 331.7 HmEc	Exploring occupations in food services and home economics
A 331.7 Con	Exploring construction occupations
2A 331.7 ALL	Discovering You

Highway to Work and Play. McKnight Elementary Career Program, c. 1973. These kits are activity oriented career education programs designed to implement the goals of career development in the existing elementary school curriculum. Call number appears before each title now in stock.....

J 331.7 ALL	Making Decisions - Awareness Level 5
N 331.7 ALL	Turning Points - Awareness Level 6

Houghton Mifflin Career Education Series. Houghton Mifflin Co., c. 1975. These kits help students select careers by classifying them by subject matter. Call number appears before each title now in stock.....

N		
331.7	Subject:	Science
Gen	Object:	Career Opportunities
O		
331.7	Subject:	Mathematics
Gen	Object:	Career Opportunities
P		
331.7	Subject:	English
Gen	Object:	Career Opportunities
Q		
331.7	Subject:	Social Studies
Gen	Object:	Career Opportunities

People and Choices (PAC), Career Folios. Harcourt, Brace and Jovanovich, Inc., c. 1971.
Each set in this series contains folios describing various occupations within the set job titles as well as a teacher's guide. Call number appears before each title now in stock.....

2H	
331.7	Set 4 - Science, Technology
Gen	
2I	
331.7	Set 6 - Communication, Transportation
Gen	
I	
331.7	Set 3 - Business, Finance
Bus	
F	
331.7	Set 7 - Creative Arts
FAH	
N	
331.7	Set 2 - Teaching, Social Work, Government
PubS	

AGRI-BUSINESS

KITS

A 331.7 Agr	Exploring Occupations in Agribusiness and Natural Resources. Careers in focus series #086462-4 McGraw-Hill, c. 1976, 10 student manuals, 19 student worksheet booklets, 1 tch. manual, 1 fs. with cassette, 3 other cassettes - interviews
G 331.7 Agr	Agri-Business - Career Learning Center. Big Blue Marble Series. Xerox Education Publications, c. 1975, 1 fs., 1 cass., 1 tch. gud., 1 poster, 2 activity pack.

BOOKS

B 331.7 Agr	Careers in Agriculture by Christopher Benson. Lerner Pub. Co., c. 1974, 1 book. This book will help students explore agricultural careers.
C 331.7 Agr	Food Careers by Donna Creasy. Prentice-Hall, c. 1977, 1 book. This book will introduce food careers.
D 331.7 Agr	Cowboys by Philip Silicott. National Geographic Society, c. 1975, 1 book. This book will introduce cowboy skills.
E 331.7 Agr	Agribusiness by Norman Lobsenz. N.Y. Life Insurance Co., c. 1978, 1 booklet. This booklet introduces the essential field of agriculture.
F 331.7 Agr	Agriculture (Looking forward to a career in..) Killon Press, c. 1970, 1 book illust., 105 p. Discusses a wide variety of career opportunities within the field of agriculture.

BUSINESS AND OFFICE

KITS

A 331.7 Bus	Exploring Business and Office Occupations. Careers in focus series 086459-4. McGraw-Hill,c. 1976, 10 student manuals, 10 student worksheet booklets, 1 tch. manual, 1 fs. with cassette, 3 other cassettes - interviews.

B 331.7 Bus	Clerical Occupations. Career Exploration Series. Acoustifone Corp., c. 1972, Contains 6 fs. (one overview and 5 specific job classifications), 3 cassettes, 2 counselor keys and 50 student rating charts.
TCH C 331.7 Bus	Business and office occupations cluster: introduction to vocations. A Teacher's guide divided into 5 cycles: administrative, business ownership, clerical, record systems and control and secretarial. N.J. Dept. of Educ. Division of Vocational Education.

BOOKS

D 331.7 Bus	Your Career in Computer Programming by I.J. Seligsohn. Julian Messner Co., c. 1968, 1 book. This book will allow students to explore career opportunities in computer programming.
E 331.7 Bus	Careers in Computers by JoAnne Ray. Lerner Pub. Co., c. 1975, 1 book. This book will make available various careers in computers.
F 331.7 Bus	Secretarial Careers by Ruth Anderson. Henry Z. Walck, Inc., c. 1963, 1 book. This book will show careers in the secretarial world.
G 331.7 Bus	Careers in Business Management by Roland Mann. Henry Z. Walck, Inc., c. 1963, 1 book. This book lists careers in business management.
H 331.7 Bus	Jobs in Business and Office by James Haskins. Lothrop, Lee, and Shepard, Inc., c. 1974, 1 book. This book will help students evaluate careers in business.
I 331.7 Bus	People and Choices - Set 3 - Business Finance by John Nichols Harbrace Inc., c. 1971, 8 Career folios, 1 tch. gd. This series points out various careers in business and finance.
J 331.7 Bus	Office Occupations (Looking forward to a career in...) Dillon Press,c. 1974, 105 p. An introduction to the requirements for and opportunities in a variety of office jobs.

K 331.7 Bus	Computers (Looking forward to a career in...) Dillon Press, c. 1970, 1 book. Describes the principles of computers, their uses in business, science and education, a career opportunities in the computer field.
L 331.7 Bus	The Business Office (Aim for a job in ...) by Phyllis Peck and Gilbert Konkel. Richards Rosen Press Inc., c. 1977, 1 book, 159 p.

COMMUNICATION AND MEDIA

KITS

A 331.7 Comm	Exploring occupations in communication and graphic arts. Careers in focus series. McGraw Hill,c. 1976, 10 student exploration manuals, 10 student worksheet booklets, 1 tch. manual, 1 fs. with cassette, 3 other cassettes - interviews
TCH B 331.7 Comm	Introduction to vocations: Communications and Media cycle prepared by R.D. Gable for Wildwood High. A set of 15 lesson plans designed to show the need for concise communication and to develop an appreciation for techniques and skills required in communication. N.J. Dept. of Educ. Division of Vocational Education. Pub. #00032
TCH C 331.7 Comm	Introduction to vocations: Newspaper Careers Cycle prepared for Ocean City Intermediate. Lesson plans and activities to familiarize the student with varied careers in this field and the training and education needed from semi-skilled to college degree.
D 331.7 Comm	Communication. School Council Publications,c. 1974, 1 tch. manual, 1 pkt. record sheets, 15 project packets, 1 packet circuitry. This kit will make students aware of communication skills.

BOOKS

E 331.7 Comm	Jobs in Communication by Edward Wakin. Lothrop, Lee and Sheppard Co.,c. 1974, 1 book. This book will make students aware of jobs in communication.
F 331.7 Comm	Careers with a Telephone Company by Mary Davis. Lerner Publication,c. 1975, 1 book. This book will show various careers in a telephone company.

G 331.7 Comm	Your future in the new world of Communications by John Zacharis. Richards-Rosen Press Inc.,c. 1974, 1 book. This book will give students career choices in the field of communications.
H 331.7 Comm	Careers with a television station by JoAnne Ray. Lerner Publications, Co.,c. 1975, 1 book. This book will point out jobs available in a television station.
I 331.7 Comm	Careers with a newspaper by Mark Lerner. Lerner Publications c. 1977. 1 book. This book will point out skills and educational experiences needed for careers in a newspaper.
J 331.7 Comm	Communications and Media by Jean Block. N.Y. Life Insurance Co.,c. 1977, 1 booklet. This booklet will show interesting careers in communication and media.
K 331.7 Comm	Radio and Television (Looking forward to a career in...) Dillon Press,c. 1970, 1 book, illus. 90 p. Describes the requirements and duties of a variety of jobs available in the fields of radio and television.
L 331.7 Comm	Writing (Looking forward to a career in...) Dillon Press, c. 1970, 1 book, illus. 93 p. index. Advices to writers on self-discipline, writing and selling manuscripts. Includes information on careers open to writers.

CONSTRUCTION

KITS

A 331.7 Con	Exploring construction occupations. Careers in focus series. #086451-9 McGraw Hill Inc. 9 student manuals, 1 tch. manaul, 1 fs. with cassette, 3 other cassettes - interviews
B 331.7 Con	Building Trades. Career Exploration Series. Acoustifone Corp.,c. 1972, Contains 6 fs. (1 overview and 5 specific job classifications), 3 cassettes, 2 counselor keys and 50 student rating charts.
TCH C 331.7 Con	Introduction to Vocations: Building occupational exploration at the Middle School level prepared for Oak Knoll School, Williamstown. This curriculum guide is based on job clusters and involving all of the school disciplines in grades 6, 7, and 8. N.J. Dept. of Educ. Division of Vocational Education. Pub. #0078

D 331.7 Con	Making It. United Engineers, c. 1973, 1 fs., 1 cass., 3 inserts. Describes the careers of both the skilled designer and drafter.
E 331.7 Con	Buildings. Schools Council Publications, c. 1974, 1 tchrs. gd., 1 tchr. manual, 1 record sheet packet, 15 project packets. This kit will aid students in construction techniques.

BOOKS

F 331.7 Con	Aim for a job in Building Trades by Donald F. Daly. Richards Rosen Press, Inc., c. 1970, 1 book. This book is designed to cover opportunities in the construction field.
G 331.7 Con	Aim for a job in the Construction Industry by James and Lynn Hahn. Richards Rosen Press, Inc., c. 1978, 1 book. This book will allow students to view careers in construction.
H 331.7 Con	Housing Careers by Sidney Schwartz. Prentice-Hall, Inc., c. 1977, 1 book. This book gives an insight into the field of housing.
I 331.7 Con	The Architects by Leonard Fisher. Franklin Watts, c. 1978, 1 book. This book will illustrate the job of an architect in colonial times.
J 331.7 Con	The Shipbuilders by Leonard Fisher. Franklin Watts, c. 1971, 1 book. This book previews shipbuilding in colonial times.
K 331.7 Con Parts 1,2,3	The World of Construction by Donald Lux and Willis Ray McKnight and McKnight, c. 1970, 1 book, 1 activity booklet, 1 tch. gd. These books will detail experiences necessary to become involved in a construction career.
L 331.7 Con	Construction by Norman Lobsenz. N.Y. Life Insurance Co., c. 1977, 1 booklet. This booklet delves into the world of construction.
M 331.7 Con	Jobs in Construction by Arthur Liebers. Lathrop, Lee and Shepard, c. 1973, 1 book. Describes the various jobs available in construction and the training necessary for each.

N 331.7 Con	Building Trades (Looking forward to a career...) by Galen McKibben. Dillon Press, c. 1970, 1 book, 90 p., illus., index.
O 331.7 Con	Architecture (Looking forward to a career...) by William David Setzekorn, Dillon Press, c. 1974, 1 book, 90 p., illus. Discusses different careers in architecture, training and educational requirements for each.
P 331.7 Con	Careers in the Building Trades by Sydney H. Kasper. Henry Z. Walack Inc., c. 1964, 1 book, 127 p., index. Provides full information about the workers in the major skill fields of the building trades.
Q 331.7 Con	Welding (Aim for a job in...) by L. D. Thomas Berg. Richards Rosen Press, Inc., c. 1967, 1 book, 160 p.
R 331.7 Con	The BOCA Basic Building Code/1978, Building Officials and Code Administrators, Inc. 1 book. Model building regulations for the protection of public, health, safety, and welfare.

FINE ARTS AND HUMANITIES

KITS

A 331.7 FAH	Exploring occupations in science, fine arts and humanities. Careers in focus series #086463-2, McGraw Hill, Inc., c. 1976, 10 student manuals, 10 worksheet books, 1 tch. manual, 1 fs. with cassette, 3 other cassettes - interviews.

BOOKS

B 331.7 FAH	Exploring Writing Careers by Mary Hanson. Technical Education Research Centers, Inc., c. 1976, 1 book. This book will introduce students to various writing careers.
C 331.7 FAH	Careers in the Theater by Dennis Babcock and Preston Boyd. Lerner Publ. Co., c. 1975, 1 book. This book will introduce students to careers in the theater.

D 331.7 FAH	Exploring Careers The Humanities by Jean Workman. Technical Education Research Centers, Inc., c. 1976, 1 book. This book will make students aware of careers in humanities.
E 331.7 FAH	Exploring visual arts and crafts careers by Sheila Dubman Technical Education Research Centers, Inc., c. 1976, 1 book. This book will let students explore careers in arts and crafts.
F 331.7 FAH	People and Choices - Set 7 - Creative Arts by Larry Greer. Harbrace, Inc., c. 1971, 1 tch. gd., 8 career folios. This series reports on the experiences of people involved in the creative arts.
G 331.7 FAH	Arts Center by Norman Lobsenz. N.Y. Life Insurance Co., c. 1976, 1 booklet. This booklet will assist in the choice of an art career.
H 331.7 FAH	Art (Looking forward to a career...) by Margaret Gracza. Dillon Press, c. 1971, 1 book, 90 p., illus., index. Discusses the opportunities in and qualifications for various careers in art, including fashion design, architecture, printmaking, and museum work.

HEALTH

KITS

A 331.7 Hlth	Health - Career Learning Center. Big Blue Marble Series. Xerox Education publications, c. 1975, 1 fs. with cassette, 1 poster, 2 activity packs, 1 tchr. gd.
B 331.7 Hlth	Working in a Medical Center. Orange Strawberry Filmstrips, c. 1978, 1978-72.00 4 fs., 4 cass., 1 tchr. gd.
K 331.7 Hlth	Exploring health occupations. Careers in Focus Series -086454-3 10 student manuals, 10 student worksheet booklets, 1 tch. manual, 1 fs. with cass., general overview, 3 other cass. - interviews

BOOKS

C 331.7 Hlth	Health Care by Norman Lobsenz. N.Y. Life Insurance Co., c. 1976, 1 booklet. This booklet will aid students in choosing of a career in health care.

D 331.7 Hlth	Your Career in Physical Therapy by Patricia Darby. Simon and Schuster, Inc., c. 1969 , 1 book. This book assists the reader in seeking a career in physical therapy.
E 331.7 Hlth	Health Care Career by James Sweeney. Prentice-Hall, Inc., c. 1977, 1 book. This book presents opportunities in the field of health care.
F 331.7 Hlth	What's It Like to be a Nurse? by Arthur Shay. Riley and Lee Books, c. 1972, 1 book. This book details the various aspects of a nursing career.
G 331.7 Hlth	Your Future in an Occupational Therapy Career by Frances Shuff. Richards Rosen Press, Inc., c. 1974, 1 book. This book provides a definitive study of occupational therapy careers.
H 331.7 Hlth	The Doctors by Leonard Fisher, Franklin Watts, c. 1968, 1 book. This book illustrates the medical profession in colonial times.
I 331.7 Hlth	Careers in a Medical Center by Mary Davis. Lerner Pub. Co., c. 1975, 1 book. This book catalogs useful information in the medical field.
J 331.7 Hlth	Health Careers in N.J. by N.J. Dept. of Health, N.J. Dept. of Labor and Industry, c. 1978, 1 catalog. This catalog explains the various types of employment available to paraprofessionals in medicine.
L 331.7 Hlth	Veterinary Medicine (Looking forward to a career in...) by Helen L. Gillim. Dillon Press, c. 1976, 1 book, 107 p., illus., index. Explains the work of a veterinarian and related occupations.
M 331.7 Hlth	Dentristy. (Looking forward to a career in...) by Betty Kane. Dillon Press, c. 1972, 1 book, 113p., illus., index. Discusses the entire range of dental careers including general practice to hygienists and assistants.
N 331.7 Hlth	Health (Looking forward to a career...) by Lucille Moses. Dillon Press, c. 1974, 1 book, 105 p., index. Discusses various careers in the health field.
O 331.7 Hlth	Medicine (Looking forward to a career...) by Betty Kane. Dillon Press, c. 1974, 1 book, 90 p., illus., index. Discusses a variety of careers in the field of medicine.

P 331.7 Hlth	Health Care Careers by Eleanor Kay. Franklin Watts, c. 1973, 1 book, 66 p. A concise guide to health careers and medical personnel in the U.S. today.
Q 331.7 Hlth	A Hospital (Aim for a job in...) by W. Richard Kirk. 1 book, 124 p. Discusses various job opportunities found in a hospital situation.
R 331.7 Hlth	So You Want To Be a Doctor by Alan Nourse. Harper and Row Publishers, c. 1957, 1 book. Encourages young people thinking about entering the medical profession.
S 331.7 Hlth	Your Career in Chemistry by Arnulf K. Esterer. Julian Messner, Inc., c. 1964, 1 book. Everything a young person wants to know if he/she is considering a career in chemistry.
T 331.7 Hlth	Careers in the Biological Sciences by William Fox. New Your: Henry Z. Walck, Inc., c. 1963, 1 book. Comprehensive and exciting survey of the field of biological sciences.
U 331.7 Hlth	Jobs in Health Care by Stanley L. Englebardt. Lathrop, Lee and Shepard Co., c. 1973, 1 book. Health Care careers are explored in detail.

CONSUMER AND HOMEMAKING

KITS

A 331.7 HmEc C.1, C.2	Money Management. Kiplinger Washington Editors, Inc., c. 1970, 2 budgeting games, 1 resource list, 5 resource kits, 30 job hunting booklets. This kit will help the students manage money.
B 331.7 HmEc C.1 & 2	Can You Manage Your Money? A Changing Times Education Service, c. 1975, 30 booklets. Each booklet contains Making a budget work for you, Right Now, On Your First Full-Time job, After You're Married.
C 331.7 HmEc	Pay Day. Parker Bros., c. 1976, 1 game board, 1 rules sheet, 1 pkg. record sheets, game pieces, 1 pkg. cards, 1 pkg. money, 1 interest chart. This game will help students in money management.

D 331.7 HmEc 6 parts	Consumer, Homemaking Kit, Teaching Aids from Proctor & Gamble
E 331.7 HmEc C.1-C.2	Finding a Good Used Car by William Fletcher. Janus Book Book Publishers, c. 1977, 9 books, 10 tch. gd. The books can be utilized to help students obtain a good used car.
F 331.7 HmEc	Consumer Services and Homemaking by Sally Olds. N.Y. Life Insurance Co., c. 1978, 1 booklet. This booklet will provide invaluable assistance for choosing a career in consumer services.
G 331.7 HmEc	The Homemakers by Leonard Fisher. Franklin Watts, c. 1973, 1 book. This book provides an insight into homemaking skills in colonial America.
H 331.7 HmEc	Home Economics (Looking forward to a career...) by Jo Nelson. Dillon Press, c. 1970, 1 book, 97 p. Describes the education and training required for a career in home economics and discusses the varied job opportunities.
I 331.7 HmEc	Exciting Careers for Home Economists by Lila Spencer. Julian Messner, c. 1967, 1 book. Discusses exciting specialized areas for trained home economists.

HOSPITALITY AND RECREATION

BOOKS

A 331.7 HosR C.1, C.2	Careers in Football by JoAnne Ray. Lerner Pub. Co., c. 1973, 1 book. This book provides a synopsis of careers in football.
B 331.7 HosR Cl., C.2	Careers in Baseball by Mary Davis. Lerner Pub. Co., c. 1973, 1 book. This book emphasizes opportunities available in baseball.
C 331.7 HosR C.1, C.2	Careers in Soccer by Arthur Palladian. Lerner Pub. Co., c. 1977, 1 book. This book focuses on careers in soccer.

D 331.7 HosR C.1, C.2	Careers in Hockey by JoAnne Ray. Lerner Pub. Co., c. 1973, 1 book. This book depicts available jobs in the world of hockey.
E 331.7 HosR	Hospitality and Recreation by Bernard Asbell. N.Y. Life Insurance Co., c. 1976, 1 booklet. This booklet will introduce careers in hospitality and recreation.
F 331.7 HosR	Sports (Looking forward to a career...) by Bob Fowler. Dillon Press, c. 1978, 1 book. Discusses career opportunities in the sports field.
G 331.7 HosR	Jobs in Recreation by Arnold Dobrin. Lathrop, c. 1974, 1 book. Career opportunities as park ranger, landscape architect, travel agent, etc.

MANUFACTURING

KITS

TCH A 331.7 Mfg	Introduction to Vocations Manufacturing Cycle - unskilled, semi-skilled and technician positions prepared for Thomas A. Edison Junior High, West Orange. A unit to familiarize the student the broad range of occupations and skills involved in manufacturing. One activity is a classroom assembly line - several products are suggested. C. 1,2,3,4,5,6. N.J. Dept. of Educ. Division of Vocational Education. Pub. #0048
B 331.7 Mfg	Metalworking. Acoustifone, c. 1972, 1 job cluster sheet, 3 counselor keys, 6 filmstrips, 3 cassettes. Contents - overview, welder, machinist, electroplater, sheetmetal worker, foundry worker.
Q 331.7 Mfg	Exploring occupations in engineering and manufacturing. Careers in Focus Series. 10 stud. manuals, 10 stud. worksheet booklets, 1 tch. manual, 1 fs. with cass., 3 interview cass.
R 331.7 Mfg	Exploring Occupations in Electricity and Electronics. Career in Focus Series. 10 stud. manuals, 10 stud. worksheet booklets, 1 tch. manual, 1 fs. with cass., 3 interview cass.

S 331.7 Mfg	Manufacturing - Career Learning Center. Big Blue Marble Series. Xerox Educational Publications, c. 1975, 1 fs. with 1 cass., 1 tch. guide, 1 poster, 2 sets of activities.

BOOKS

C 331.7 Mfg	The Cabinet Makers by Leonard Fisher. Franklin Watts, c. 1966, 1 book. This book explains the life of a colonial cabinet maker.
D 331.7 Mfg	The Tanners by Leonard Fisher. Franklin Watts, c. 1966, 1 book. This book describes a Tanner's job in colonial America.
E 331.7 Mfg	The Paper Makers by Leonard Fisher. Franklin Watts, c. 1965, 1 book. This book tells the story of a colonial paper maker.
F 331.7 Mfg	The Potters by Leonard Fisher. Franklin Watts, c. 1969, 1 book. This book illustrates the job of a colonial potter.
G 331.7 Mfg	The Glass Makers by Edward Fisher. Franklin Watts, c. 1964, 1 book. This book describes a colonial glass makers job.
H 331.7 Mfg	The Weavers by Leonard Fisher. Franklin Watts, c. 1966, 1 book. This book gives a description of a colonial a colonial weaver's job.
I 331.7	The Hatters by Leonard Fisher. Franklin Watts, c. 1965, 1 book. This book tells about colonial hatters.
J 331.7 Mfg	The Wigmakers by Leonard Fisher. Franklin Watts, c. 1965, 1 book. This book portrays the life of a colonial wigmaker.
K 331.7 Mfg	The Shoemakers by Leonard Fisher. Franklin Watts, c. 1967, 1 book. This book reviews the job of a colonial shoemaker.
L 331.7 Mfg	The Printers by Leonard Fisher. Franklin Watts, c. 1968, 1 book. This book tells about colonial printers.
M 331.7 Mfg	Fashion and Textiles careers by Martha S. Servian. Prentice Hall, c. 1977, 1 book. This book explores the many career opportunities in the world of fashion and textiles.

N 331.7 Mfg	Careers in Printing by Mary Davis. Lerner Publications, c. 1973, 1 book. This book reveals various careers in printing.
O 331.7 Mfg Part 1,2,3	The World of Manufacturing by Donald G. Lux. McKnight and McKnight Co., c. 1971, 1 book, 1 activity book, 1 tch. gd. This system is designed to provide educational-occupational guidance for the world of work.
P 331.7 Mfg	Manufacturing by Norman Lobsenz. N.Y. Life Insurance Co., c. 1977, 1 booklet. This booklet isolates skills necessary for a career in manufacturing.
T 331.7 Mfg	Electronics (Looking forward to a career...) Dillon Press, c. 1975, 1 book. Describes the career opportunities in electronics and the education and training requirements.
U 331.7 Mfg	Engineering (Looking forward to a career...) by Ronald West. Dillon Press, c. 1974, 1 book. A guide to the field of engineering, its history, the various types of engineers and the careers available.
V 331.7 Mfg	Metals and Plastics (Looking forward to a career...) by Marilyn Granbeck. Dillon Press, c. 1974, 1 book. Introduces the raw materials and processes in the metals and plastics industries and various jobs available in these fields.

MARINE SCIENCE

KITS

A 331.7 MSci	Marine Sciences - Career Learning Center. Big Blue Marble Series. Xerox Education Publications, c. 1975, 1 fs. with cassette, 1 poster, 2 activity packs, 1 tchr. gd.
TCH B 331.7 MSci	Introduction to Vocations: Marine Career Cycle prepared by M. Kornfeld for Herbert Hoover Jr. High, Edison. Lesson plans and activities to make the student aware of the varied career opportunities that exist in the Marine Careers field, ranging from semi-skilled to college training. N.J. Dept. of Education. Division of Vocational Education. Pub. #0026

MARKETING AND DISTRIBUTION

KITS

A 331.7 Mktg	Exploring marketing occupations. Careers in focus series - #086460-8. McGraw Hill, Inc., c. 1976, 10 student manuals, 10 worksheet books, 1 tch. manual, 1 fs. and cassette, 3 other cassettes - interviews.

BOOKS

B 331.7 Mktg	The Peddlers by Leonard Fisher. Franklin Watts, c. 1968, 1 book. This book describes the life of a colonial peddler.
C 331.7 Mktg	Careers in a department store by Jennifer Dean. Lerner Publications Co., c. 1976, 1 book. This book will introduce students to careers in a department store.
D 331.7 Mktg	Careers in a Supermarket by Mark Lerner. Lerner Publications Co., c. 1977, 1 book. This book will show careers available in a supermarket.
E 331.7 Mktg	Behind the Scenes in a Dept. Store by Leon Harris. Lippincott Inc., c. 1972, 1 book. This book will make students aware of jobs in a dept. store.
F 331.7 Mktg	Aim for a Job in the Baking Industry by Desmond O'Connell. Richards Rosen Press Inc., c. 1967, 1 book. This book will let students know about careers in the baking industry.
G 331.7 Mktg	Marketing and Distribution by Norman Lobsenz. N.Y. Life Insurnace Co., c. 1978, 1 book. This booklet will help students choose a productive career in marketing and distribution.
H 331.7 Mktg	Advertising (Looking forward to a career...) by Bob Larranga. Dillon Press, c. 1973, 1 book. Discusses the requirements, advantages, challenges and future of jobs in the advertising field.
I 331.7 Mktg	Fashion (Looking forward to a career...) Dillon Press, c. 1970, 1 book. Discusses the necessary qualifications and education for various careers in the fashion field.

NATURAL RESOURCES AND ENVIRONMENT

KITS

A 331.7 NRE	Occupations in Ecology. Career Exploration Series. Acoustifone Corp., c. 1972, Contains 6 fs. (1 overview and 5 specific job classifications), 3 cassettes, 2 counselor keys and 50 student rating charts.

BOOKS

B 331.7 NRE	Natural Resources and the Environment by Sally Olds. N.Y. Life Insurance Co., c. 1977, 1 booklet. This booklet tells of job prospects in the field of environment.
C 331.7 NRE	Careers in Conservation by Christopher Benson. Lerner Pub. Co., c. 1974, 1 book. This book discusses conservation techniques.
D 331.7 NRE	Environment (Looking forward to a career...) by Robert L. Herbst. Dillon Press, c. 1974, 1 book. Describes a variety of jobs in the conservation and environment field, from park ranger to nuclear specialist.
E 331.7 NRE	Jobs That Save Our Environment by Melvin Berger. Lathrop, c. 1973, 1 book. Discusses jobs in environmental control.

PERSONAL SERVICES

KITS

A 331.7 PerS	Exploring Occupations in Personal Services, Hospitality and Recreation. Careers in Focus Series - 0864528. McGraw Hill, c. 1967, 10 student manuals, 10 worksheet booklets, 1 tch. manaul, 1 fs. and cassette, 3 other cassettes - interviews.
B 331.7 PerS	Personal Services - Career Learning Center. Big Blue Marble Series. Xerox Education Publications, c. 1975, 1 fs. with cassette, 1 poster, 2 activity packs, 1 tchr. gd.

C 331.7 PerS	Personal Service. Career Exploration Series. Acoustifone Corp., c. 1972. Contains 6 fs. (1 overview and 5 specific job classifications), 3 cassettes, 2 counselor keys and 50 student rating charts.
D 331.7 PerS	Food Services. Career Exploration Series. Acoustifone Corp., c. 1972. Contains 6 fs. (1 overview and 5 specific job classifications), 3 cassettes, 2 counselor keys and 50 student rating charts.

BOOKS

G 331.7 PerS	Careers in Beauty and Grooming by Mark Lerner. Lerner Pub. Co., c. 1977, 1 book. This book allows the reader to explore the world of beauty and grooming.
I 331.7 PerS	Cosmetology by Linda Naley. Dillon Press, Inc., c. 1974, 1 book. This book summarizes information concerning beauty culture.
J 331.7 PerS	Exploring Careers through Volunteerism by Charlotte Lobb. Richards Rosen Press, Inc., c. 1976, 1 book. This book explores the work of a volunteer.
K 331.7 PerS	Interior Design Careers by Rita Marie Schneider. Prentice-Hall, Inc., c. 1977, 1 book. This book develops ideas about interior design careers.
L 331.7 PerS	Child Care Careers by Xenia F. Fane. Prentice-Hall, Inc., c. 1977, 1 book. This book presents many different aspects of working with children.
M 331.7 PerS	Careers in Animal Care by Christopher Benson. Lerner Pub. Co., c. 1974, 1 book. This book challenges the reader with descriptions of careers in animal care.
P 331.7 PerS	Your Future as a Dietician by Members of the Am. Dietetic Assn. Richards Rosen Press, Inc., c. 1964, 1 book. This book characterizes the rapidly growing field of dietary work.
Q 331.7 PerS C 1 & 2	Cosmetology (Looking forward to a career...) Dillon Press, c. 1974, 1 book. Describes careers in beauty and hairdressing as well as barbering. Includes information on training, specializing, and finding a job.

PUBLIC SERVICES

KITS

A 331.7 PubS	Exploring Occupations in Public and Social Services. Careers in focus series - 086455-1, McGraw Hill, c. 1976, 10 student exploration booklets, 1 tch. manual, 10 worksheet booklets, 1 fs. with cassette, 3 other cassettes of interviews.
B 331.7 PubS	Public Utilities. Career Exploration Series. Acoustifone Crop., c. 1972. Contains 6 fs. (1 overview and 5 specific job classifications), 3 cassettes, 2 counselor keys and 50 student rating charts.
C 331.7 PubS	The Law - Who Needs It? Orange Strawberry Filmstrips, c. 1979, 1978-$72.00, 4 filmstrips, 4 cassettes, 1 tch. gd.
D 331.7 PubS	Repair and Maintenance. Acoustifone, c. 1972, 1 counselor's key, 18 career rating charts, 6 fs., 3 cass.
E 331.7 PubS C. 1, C.2	Police Patrol. Simile II, c. 1973. 5 police manuals, 1 tch. gd., 1 pkg. police call cards, 5 cartoons, 4 stories, 1 survey pkg., 18 observer evaluation forms. This unit will present the view of a police officer.

BOOKS

F 331.7 PubS	Careers With the Police Dept. by JoAnne Ray. Lerner Productions, c. 1973, 1 book. This book details available careers in the police dept.
G 331.7 PubS	Careers with the Fire Department by Johanna Petersen. Lerner Productions, c. 1975, 1 book. This book delineates careers available in the fire dept.
H 331.7 PubS	Careers in the Air Force by Arthur Palladian. Lerner Publications, c. 1978, 1 book. This book outlines the skills and experiences needed for a job in the air force.
I 331.7 PubS	Careers in the Navy by Arthur Palladian. Lerner Publications, c. 1977, 1 book. This book pictures careers in the navy.
J 331.7 PubS	Careers in Education by Christopher Bensen. Lerner Publications, c. 1974, 1 book. This book will show students which careers are available in education.

K 331.7 PubS	Careers with the City by Christopher Bensen. Lerner Publications, c. 1974, 1 book. This book enables the reader to observe career possibilities with the city.
L 331.7 PubS	You can Work in the Education Services by Betty Deitz. John Day Co., c. 1968, 1 book. This book tells about workers in education.
M 331.7 PubS	Careers with the Postal Service by Johanna Peterson. Lerner Publications, c. 1975, 1 book. This book explains the jobs involved in the postal service.
N 331.7 PubS	People and Choices, Set 2 Teaching, Social work, Government by Alice Scott. Harbrace, Inc., c. 1971, 6 career folios, 1 tch. gd. This series is designed to increase knowledge in the range of occupations in these areas.
O 331.7 PubS	Public Service by Sally Olds. N.Y. Life Insurance Co., c. 1978, 1 booklet. This booklet will review various careers in public service.
P 331.7 PubS	Church Vocations by Jean Thatcher. Dillon Press, Inc. c. 1976, 1 book. This book describes the career choices available in church.
Q 331.7 PubS	Government (Looking forward to a career...) by Arvonne Fraser. Dillon Press, c. 1970, 1 book. Discusses the advantages of a job with federal, state or local governments.
R 331.7 PubS	School Teaching as a Career by James R. Boylan. Henry Z. Walck, Inc., c. 1962, 1 book. Offers a complete view of the teaching field.
S 331.7 PubS	Careers in the Protective Services by Jo Hubbard Chamberlin. Henry Z. Walck, Inc., c. 1963, 1 book. Describes people engaged in the vital task of protecting human life and property.

TRANSPORTATION

KITS

A 331.7 Tran	Exploring Transportation Occupations. Careers in focus series. McGraw Hill, c. 1976 #086452-7. 10 student manuals, 10 worksheet booklets, 1 fs. with cassette, 3 other cassettes - interviews.

BOOKS

B 331.7 Tran	Careers with a Railroad by Chris Meade. Lerner Pub. Co., c. 1975, 1 book. This book introduces railroad careers.
C 331.7 Tran	Careers with an Airline by Jennifer Dean. Lerner Pub. Co., c. 1975, 1 book. This book helps students choose careers in the airlines.
D 331.7 Tran C.1, C.2	Careers in Aviation in the Sky and on the Ground by Bob & Marguita McGonagle. Lathrop, Lee, and Shepard Co., c. 1975, 1 book. This book will introduce students to careers in aviation.
E 331.7 Tran	Transportation by Jean Block. N.Y. Life Insurance Co., c. 1976, 1 booklet. This booklet allows students to explore opportunities in the transportation field.
F 331.7 Tran	Careers in Airline Operation by Raymond Nathan. Henry Z. Walck, c. 1964, 1 book. This book will delineate careers available in airlines operations.
G 331.7 Tran	Careers in Auto Sales and Service by Christopher Bensen. Lerner Publications Co., c. 1975, 1 book. This book will describe career choices in auto sales and service.
H 331.7 Tran	Jobs in Transportation by Genevieve Gray. Lathrop, c. 1973, 1 book. Includes all jobs that involve keeping our country on the move.

Library Books Pertaining to Career Education

020	Meyer, Edith Patterson, Meet the Future People and ideas in the libraries of today and tomorrow.
023	Oakes, Vanya, Challenging Careers in the Library World Deals with Library Science as a profession.
070	Barrett, Edward W., Journalists in Action
070	Shay, Arthur, What Happens at a Newspaper
150	Hyde, Margaret, Psychology in Action The difference types of psychologists and what they do in their professions.
170	Germane, Charles E., Personnel Work in High School A program for the guidance of youth; educational, social and vocational.
309.2	Lavine, David, What Does A Peace Corps Volunteer Do?
328.73	Hoopes, Roy, What a United States Congressman Does?
328.73	Klapper, Ivan, What Your U.S. Senator Does?
328.73	Lavine, David, What Does A Congressman Do?
331.1	Ashley, Roberta, 101 Summer Jobs
333.7	Harrison, C. William, Conservationists and Whay They Do
333.7	Herlist, Robert L., Environment Deals with looking forward to a career in the conservation of natural resources.
338	Lent, Henry B., Men at Work in the Great Lake States
338	Lent, Henry Bolles, Men at Work in the South Picture of southern industry and farming.
338.0974	Lent, Henry B., Men at Work in New England New England's industries and products.
338.0977	Rubicam, Harry C., Men at Work in the Great Plains States
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